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REPORT
OF THE
MINISTER OF EDUCATION.

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Ontario, Education, Sept. 1-

REPORT

OF THE

MINISTER OF EDUCATION

(ONTARIO)

FOR THE YEAR 1887,

WITH THE STATISTICS OF 1886.

Printed by Order of the Legislative Assembly.

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GENERAL REPORT, 1887.

7

REPORT

OF THE

MINISTER OF EDUCATION

FOR THE YEAR 1887,

WITH THE STATISTICS OF 1886.

TO THE HONORABLE SIR ALEXANDER CAMPBELL, K.C.M.G.,

Lieutenant-Governor of the Province of Ontario :

MAY IT PLEASE YOUR HONOR :

I herewith present the Report of the Education Department for the year 1887, together with the statistics for the year 1886. The several comparative statements submitted will, I trust, be found worthy of perusal.

I.—PUBLIC SCHOOLS.

1.—SCHOOL POPULATION—ATTENDANCE.

School Population.

The school population of the Province is ascertained through the assessors, and shows a fluctuation for which it is impossible to give a satisfactory explanation. The number of pupils registered seems, however, to bear an intimate relation to the school population, as both have varied during the last ten years in about the same proportion. The number registered in 1886 was the largest since 1878. Details as follows :—

| YEAR. | School Age. | School Population. | Pupils registered under 5. | Pupils registered 5 to 21. | Pupils registered over 21. | Total number of Pupils registered. | Boys. | Girls. |
|-----------|-------------|--------------------|----------------------------|----------------------------|----------------------------|------------------------------------|--------|--------|
| 1876..... | 5—16 | 502250 | ..... | 489664 | 873 | 490537 | 260809 | 229728 |
| 1877..... | 5—16 | 494804 | 1430 | 488553 | 877 | 490860 | 261070 | 229790 |
| 1878..... | 5—16 | 492360 | 1358 | 486802 | 855 | 489015 | 260400 | 228615 |
| 1879..... | 5—16 | 494424 | 1255 | 485040 | 717 | 487012 | 259056 | 227956 |
| 1880..... | 5—16 | 489924 | 1221 | 481154 | 670 | 483045 | 255677 | 227368 |
| 1881..... | 5—16 | 484224 | 1463 | 474303 | 502 | 476268 | 251661 | 224607 |
| 1882..... | 5—16 | 483817 | 1352 | 469751 | 409 | 471512 | 246966 | 224546 |
| 1883..... | 5—16 | 478791 | 1165 | 462887 | 317 | 464369 | 243671 | 220698 |
| 1884..... | 5—16 | 471287 | 1115 | 465374 | 428 | 466917 | 244532 | 222385 |
| 1885..... | 5—21 | 583147 | 847 | 471235 | 376 | 472458 | 249175 | 223283 |
| 1886..... | 5—21 | 601204 | 1273 | 485624 | 599 | 487496 | 257030 | 230466 |

NOTE.—Tables A, B, C, D, E include Separate Schools.

Attendance.

The following Table shows the attendance for the periods therein named :—

| YEAR. | Attendance less than 20 days. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 to whole year. | Average attendance. | Percentage of average attendance to total number attending school. | Pupils between 7-13 not attending school for 100 days during the year (up to 1881 7-12 and 110 days). |
|-----------|-------------------------------|----------------|-----------------|------------------|------------------|--------------------|---------------------|--|---|
| 1876..... | 46474 | 91612 | 128455 | 108122 | 94953 | 20921 | 212483 | 43 | ..... |
| 1877..... | 43675 | 88581 | 127331 | 109697 | 100676 | 20900 | 217184 | 44 | 25974 (7-12) 110 days. |
| 1878..... | 42096 | 87634 | 121042 | 106550 | 107977 | 23716 | 224588 | 46 | 27415 (7-12) 110 “ |
| 1879..... | 44580 | 84767 | 123481 | 103341 | 107328 | 23515 | 219442 | 45 | 27409 (7-12) 110 “ |
| 1880..... | 44973 | 85453 | 121357 | 101557 | 105032 | 24673 | 220068 | 45 | 30195 (7-12) 110 “ |
| 1881..... | 45881 | 82796 | 119477 | 103144 | 104009 | 20961 | 215264 | 45 | 29143 (7-12) 110 “ |
| 1882..... | 43610 | 81621 | 117941 | 102644 | 107814 | 17882 | 214176 | 45 | 87444 (7-13) 100 “ |
| 1883..... | 41724 | 78628 | 115927 | 103443 | 108820 | 15827 | 215561 | 46 | 88432 (7-13) 100 “ |
| 1884..... | 40761 | 76124 | 114974 | 103997 | 112539 | 18522 | 221861 | 48 | 90959 (7-13) 100 “ |
| 1885..... | 43567 | 77866 | 119756 | 103425 | 115400 | 12444 | 225907 | 48 | 91269 (7-13) 100 “ |
| 1886..... | 43620 | 76850 | 117572 | 106200 | 128336 | 14918 | 239044 | 49 | 93375 (7-13) 100 “ |

From the preceding table it will be seen that there is some improvement in the attendance of pupils. I am glad that it is so. One of the greatest difficulties the teacher has to encounter is irregularity. The best matured plans for the advancement of his school are often defeated, and his own energies not infrequently dampened from this cause. A few of the evils arising from irregularity are : (1) Its effect upon the classification of the school. The irregular pupil requires additional attention from the teacher in order to bring him up to the average standing of his class. This can only be given at a loss to the other pupils. (2) Its effect upon promotions. The pupil who sees his classmates promoted while he, from no fault of his own, lags behind, is discouraged, perhaps disgusted with his studies, and is often led to abandon the school with a very indifferent education. (3) Its effect upon the completeness of the pupil's education. True education is a matter of steady and well directed effort. The want of clearness in any part of a subject affects the certainty of a pupil's knowledge in regard to the whole. How then can there be any accuracy or precision with the many breaks which frequent absence from school necessarily produces? (4) Its effects upon the pockets of the ratepayers. The teacher is engaged and paid for teaching 220 days in the year. As a matter of fact he could accomplish almost as much as he now does, in 6 months, if the pupils attended every day ; or to put it in another form, he is engaged to teach, say 100 pupils, but the

average attendance is only 49. What has he done for the other 51? When it is remembered that there were 487,496 pupils registered in 1886, and that 238,042 attended school less than 100 days, it must be apparent to the most superficial observer that the people of Ontario do not receive the full benefit of the educational forces which they so liberally provide, and that the education of the next generation cannot be as full and thorough as it ought to be considering the amount of money now spent. But while this irregularity is very much to be regretted, it must not be forgotten that in nearly all the rural schools there are practically two sets of pupils—those whose labors are required on the farm, and who consequently attend during the winter months, and those who on account of distance and the severity of the weather are unable to attend except during the summer months. I have no reason to believe that the supporters of rural schools are less anxious about the educational interests of their children than those living in cities or towns. It is only in the way I have pointed out that I can account for the disparity in the average of attendance at rural and urban pupils; in the former it is 45 per cent of the registered attendance, while in towns it is 59 per cent. and in cities 63 per cent. The County of Waterloo furnishes the highest average—53 per cent.—for the rural districts; the town of Mitchell furnishes the highest average—viz., 68 per cent.—for the towns; and the City of Hamilton the highest average—viz., 69 per cent.—for the cities. The other extremes are reached by Haliburton with 31 per cent., St. Mary's 46 per cent., and Ottawa 56 per cent. The average for the Province as a whole is 49 per cent., an increase of one per cent. over last year.

The regularity of attendance at the separate schools, though capable of improvement, is better than it is at the public schools—the average for the Province being 55 as against 49 per cent. There appears to be a more regular attendance of pupils at rural separate schools than at rural public schools, the percentages being 47 and 45 respectively. In towns the percentages are the same; in cities the advantage in point of regularity is on the side of the public school, the percentages being 63 for the public schools and 57 for the separate schools. In rural districts, Bruce leads with an average of 56 per cent. and Grenville takes the other extreme with an average of 29. In towns, Paris leads with an average of 78 per cent. and Whitby falls to 38, or 18 below the average. In cities, Guelph leads with an average of 69 per cent. and Brantford declines to 49 per cent.

I have mentioned these averages for two purposes: (1) to point out as strongly as possible a grievous fault for which only parents and guardian can provide a remedy; and (2) to show that there is very little to fear from so-called *over pressure* in the public schools. By reference to Table "A" it will be seen that out of a registered school population of 487,496, only 14,918 attend school over 200 days in the year, while 344,242 attend less than 150 days in the year. If there is any danger at all from over pressure it can only be in the case of those who attend regularly. Now what is the extent of this danger? A pupil who attends school say 200 days in the year applies his mind for only 1,200 hours, allowing 6 hours per day (or if another hour is allowed for home work, 1,400 hours) in the year, or a trifle over one-seventh of the time. This is the maximum mental strain on any part of our school population, —a strain, if I might call it such, which could only affect the most delicate constitutions.

I fear there are greater evils in our schools than over pressure. Bad ventilation, defective sewerage, and a disregard of the ordinary laws of health have much more to do with the physical condition of pupils than any pressure imposed by heavy tasks or school programmes.

Compulsory Attendance.

In previous reports I have called attention to the power conferred by section 209 of the Public Schools Act upon trustees to compel the attendance at school of children between 7 and 13 years of age, for a period of at least 100 days each year. From the foregoing table it is quite evident that these compulsory powers are not exercised. Moreover, it is very much to be regretted that the necessity for their exercise is on the increase. In 1882 the number of absentees between the ages named was only 87,444; in 1886 they numbered 93,375. From a more detailed examination of the returns for 1886 it will be seen that 84,139 of these were from counties or rural districts having a gross registered attendance of 368,763. That is to say, 23 per cent. of the rural school population attended school less than 100 days in the year. In towns the absentees numbered 7,204 out of a registered attendance of 56,660, or about 13 per cent.; in cities they numbered 2,032 out of a registered attendance of 62,073, or a trifle over 3 per cent. The reasons already given for irregularity of attendance in rural districts are no doubt applicable in the present case, still I cannot refrain from expressing how seriously the educational interests of the Province must be affected by the facts above stated.

2.—CLASSIFICATION OF PUPILS.—*Results of eleven years :—*

| YEAR | 1st Reader.—Part I. and II. | 2nd Reader. | 3rd Reader. | 4th Reader. | 5th Reader. | 6th Reader. | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. | Music. | Grammar and Composition. |
|------------|-----------------------------|-------------|-------------|-------------|-------------|-------------|-----------|----------|-------------|----------|------------|--------|--------------------------|
| 1876 | 156425 | 99977 | 147263 | 77861 | 9011 | ..... | 444281 | 400774 | 389933 | 119479 | 368733 | 152148 | 207239 |
| 1877 | 152002 | 108678 | 135824 | 72871 | 19857 | 1628 | 386393 | 396006 | 402248 | 153036 | 375951 | 168942 | 226977 |
| 1878. | 151474 | 111360 | 132144 | 74729 | 17891 | 1417 | 390505 | 400750 | 411216 | 161368 | 381401 | 167890 | 219940 |
| 1879 | 155861 | 110093 | 130013 | 74368 | 15622 | 1055 | 398159 | 398340 | 417457 | 160672 | 294405 | 160906 | 218253 |
| 1880 | 156527 | 109065 | 126758 | 75564 | 13649 | 1482 | 396353 | 399867 | 418524 | 158789 | 289378 | 155346 | 215743 |
| 1881 | 161463 | 107458 | 120725 | 73754 | 11442 | 1426 | 390170 | 398598 | 417708 | 177102 | 283060 | 159579 | 210616 |
| 1882 | 164810 | 106229 | 117352 | 71740 | 10357 | 1024 | 390920 | 398404 | 419557 | 176434 | 280517 | 158694 | 209184 |
| 1883 | 164035 | 106482 | 113980 | 70104 | 8919 | 849 | 411872 | 409016 | 415786 | 222095 | 273397 | 147283 | 208949 |
| 1884 | 167722 | 106017 | 112873 | 70713 | 8698 | 894 | 410992 | 416588 | 422076 | 247715 | 280953 | 150510 | 220566 |
| 1885 | 181221 | 98378 | 108984 | 74749 | 9126 | ..... | 422123 | 432225 | 437810 | 310187 | 305031 | 165334 | 242125 |
| 1886 | 192020 | 98511 | 108360 | 80574 | 8031 | ..... | 442281 | 456488 | 459756 | 364970 | 306220 | 187541 | 255694 |

Drawing and Music.

The most noticeable feature of the above table is the very gratifying attention paid to the study of Drawing and Music. *Drawing* is now beginning to receive the attention to which it is entitled as a means of educating the hand and eye. For many years it was regarded as a merely ornamental study, but now its true place is being recognized. Apart altogether from its effect upon the cultivation of a taste for forms of beauty, its value in cultivating manual dexterity, and its importance as the basis of all training in the higher departments of mechanical drawing and industrial designing, cannot be over estimated. A knowledge of drawing enters into the production of all our manufactured goods, and there is no better sign of industrial prosperity than the interest which is taken in the study of this subject in our public schools. The study of *Music* is not making very rapid progress, partly from the want of trained teachers, and partly from the want of interest in parents and trustees. Indeed, without local support it is very difficult for a teacher, no matter how well trained, to keep the subject constantly before his pupils. Its educational value being not fully understood, too many regard the time given to its study as so much taken from other subjects which they consider more practical and useful. I sincerely hope this mistaken notion will very soon be corrected. The best educators in Germany, England, and the United States, regard the study of Vocal Music as an essential part of the programme of all elementary schools. Its quickening effect upon the mind, its soothing effect upon the natural restlessness of the child, its refining and elevating effect upon the taste, have been demonstrated over and over again in the experience of all teachers. It is not only a means of brightening up the school, and making the child's life as a pupil more enjoyable, but it may be used as one of the most powerful agents for discipline. As a moral corrective it is certainly far more potent than the corporeal forces on which the teacher too often depends. Besides, a teacher qualified to instruct his pupils in this may be depended on as all the better qualified to teach any other subject. The temperament requisite in the former case is a guarantee of those magnetic qualities essential to the true teacher.

3.—TEACHERS' CERTIFICATES—SALARIES.
Teachers' Certificates.—Summary from 1876 to 1886 :—

| YEAR. | Public School Teachers. | Male. | Female. | 1st Class. | 2nd Class. | 3rd Class. | Other Certificates, including old County Board, etc. |
|-----------|-------------------------|-------|---------|------------|------------|------------|--|
| 1876..... | 6185 | 2780 | 3405 | 241 | 1201 | 3688 | 1055 |
| 1877..... | 6468 | 3020 | 3448 | 250 | 1304 | 3926 | 988 |
| 1878..... | 6473 | 3060 | 3413 | 210 | 1409 | 3904 | 950 |
| 1879..... | 6596 | 3153 | 3443 | 253 | 1601 | 3836 | 906 |
| 1880..... | 6747 | 3264 | 3483 | 239 | 1875 | 3706 | 927 |
| 1881..... | 6928 | 3362 | 3560 | 258 | 1970 | 3828 | 872 |
| 1882..... | 6857 | 3062 | 3795 | 246 | 2169 | 3471 | 971 |
| 1883..... | 6911 | 2829 | 4082 | 211 | 2167 | 3426 | 1107 |
| 1884..... | 7085 | 2789 | 4296 | 235 | 2237 | 3420 | 1193 |
| 1885..... | 7218 | 2744 | 4474 | 254 | 2358 | 3592 | 1014 |
| 1886..... | 7364 | 2727 | 4637 | 251 | 2465 | 3677 | 971 |

From this table it appears that there is a steady decrease in the number of male teachers. This arises from several causes. (1) The man with the talents and education necessary to obtain even the best positions in the profession, can realize more on the same talents and attainments in many other ways. In other words, the market value of his labor is greater in law or medicine, and also in mercantile pursuits, than it is as a teacher. On this account much of the best talent is often transferred to other callings, and many persons who are eminently fitted for the profession are deterred from entering it. (2) The insecurity of the teacher's tenure of office has also a disturbing effect upon the profession. I am not judging either trustees or ratepayers harshly when I say, that the teacher as a rule is more the victim of caprice than almost any other public officer. Not only is he too often condemned unheard, but even when complaint is made as to the manner in which his work is done, how seldom does he find himself judged impartially? Is it surprising then that many turn away from the wear and irritation of the teacher's life to seek employment in other callings where the duties to be performed are not the subject of such constant criticism? (3) The difficulty in obtaining a residence, particularly in rural districts, also disposes many to leave the profession, who would otherwise make it their life work. Could not this defect in our school organization be remedied? Financially it would certainly be a good investment for trustees, and would save to the country many an experienced and successful teacher.

But while urging such provision for the male teacher as would prevent his forsaking the profession, it must not be assumed that women are therefore inferior either in attainments or usefulness as teachers. In the work of education there is a duality of labor requiring the peculiar and inherent qualifications of teachers of both sexes. In the primary schools, and particularly in dealing with children under twelve years of age,

women are usually more successful. Being endowed by nature with greater gentleness, patience and sympathy, they wield a peculiar power over the young child, which is of great value in developing its character on right lines. As the child advances in life, and particularly in the case of boys in the fourth form, the firmer hand and the greater force of character of the well endowed man are requisite in order to obtain the best results. I am speaking now of the general position. There may be cases, and doubtless are, of women of extraordinary power and attainments, who are equal to the task of dealing with advanced pupils even in our High Schools, but the rule, I venture to say, will be found as I have stated it. A gratifying feature of the table under consideration is the steady increase in the number of teachers trained in our Provincial Normal schools. Since 1877 the number has nearly doubled. A close inspection, however, will show that the trained teacher, like the other members of the profession, is "on the wing." Although our Normal Schools send forth annually over 400 teachers, the table shows an average annual increase of trained teachers of less than 100. In 1885, 405 passed through our two Normal Schools, but the increase of trained teachers in 1886 was only 107. The previous year it was 121, and in 1883, 70. If 75 per cent of those who go to the trouble and expense of fitting themselves for the higher positions in the profession forsake it for other callings, it is surely time to consider as a matter of economy, if for no higher motive, how to provide a remedy for such waste. In the case of women, no doubt marriage would account for their retirement in most instances, but as a question of economy there is material in these facts for serious reflection.

Teachers' Salaries.

Summary giving the average salaries for the Province, and for Counties, Cities and Towns, respectively :—

| YEAR. | Highest salary paid. | Average salary male teacher, Province. | Average salary female teacher, Province. | Average salary male teacher, Counties. | Average salary female teacher, Counties. | Average salary male teacher, Cities. | Average salary female teacher, Cities. | Average salary male teacher, Towns. | Average salary female teacher, Towns. | No. of teachers who attended Normal School. |
|-----------|----------------------|--|--|--|--|--------------------------------------|--|-------------------------------------|---------------------------------------|---|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ |
| 1876..... | 1000 | 385 | 260 | 367 | 240 | 726 | 314 | 567 | 267 | 1015 |
| 1877..... | 1100 | 398 | 264 | 379 | 251 | 735 | 307 | 583 | 269 | 1084 |
| 1878..... | 1200 | 407 | 266 | 382 | 247 | 730 | 313 | 577 | 274 | 1133 |
| 1879..... | 1000 | 409 | 268 | 383 | 249 | 732 | 316 | 616 | 270 | 1374 |
| 1880..... | 1000 | 410 | 269 | 382 | 241 | 743 | 324 | 564 | 256 | 1636 |
| 1881 .. | 1100 | 410 | 265 | 384 | 240 | 755 | 330 | 562 | 261 | 1799 |
| 1882..... | 1100 | 415 | 269 | 385 | 248 | 742 | 331 | 576 | 273 | 1873 |
| 1883..... | 1200 | 422 | 271 | 394 | 252 | 764 | 362 | 605 | 277 | 1853 |
| 1884..... | 1200 | 426 | 279 | 404 | 264 | 771 | 364 | 612 | 283 | 1941 |
| 1885..... | 1200 | 427 | 281 | 405 | 267 | 776 | 359 | 612 | 287 | 2161 |
| 1886..... | 1200 | 424 | 290 | 400 | 270 | 794 | 401 | 617 | 288 | 2343 |

Demands upon Teachers.

The slight increase since 1876 of \$39 in the annual salary paid teachers does not adequately represent the enhanced value of the teacher's services, nor the capital which he is obliged by law to invest in his profession before he can claim any of its privileges. Let me briefly point out what these are: (1) From the advanced course of study prescribed even for third class certificates, attendance at a High school is all but indispensable, and for many reasons it is desirable that it should be. There is much to be gained by bringing the young candidate for the profession into contact with the cultured minds engaged in High School work. Their University attainments and superior training, as well as the stimulus to be derived from association with many others having similar aspirations, tend to the greater development of mind and character. But all this means the expenditure of money. It is an investment of both *capital and labor* for which there should be some adequate return. (2) After the candidate has reached the non-professional standard required by the Education Department, he is obliged to attend a County Model School for three months to receive his professional training. This also requires time and money. (3) In addition there is the necessary outfit of text books, the payment of fees at the High School, and the Model School—for all this, the only *quid pro quo* allowed by those in whose interest this expenditure has been incurred is the small sum of \$39 per annum of advance in salary. This is certainly no equivalent. If the law imposes burdens upon the teacher to fit him for serving the public better, surely it is but fair that he should receive an adequate return, in the form of increased remuneration. The exact qualification whereby better value should be given certainly involves corresponding returns for value received.

Another feature worthy of notice is the disparity between the salaries of men and women. When women are employed in graded schools, with only a limited responsibility regarding discipline, organization, etc., there may be some justification for the payment of lower salaries, but when as in many cases, they have all the responsibilities of a Principal, is it just that their services should be undervalued? To this it may be answered that in other occupations similar disparity prevails. Not so, however. In other occupations the wages paid are based upon the value of the work done. The women's work is as valuable as the man's work, at least within the limits previously stated. The child's mind may up to a certain point be as quickly and as symmetrically developed by one as by the other. The result to the public in both cases is the same. Why should it not be the same to the teacher?

4.—SCHOOLS AND SCHOOL HOUSES, MAPS, ETC.

The figures for eleven years are as follows :—

| YEAR. | No. of Schools established. | No. of Schools open. | Total No. of School Houses. | Brick. | Stone. | Frame. | Log. | Schools using Maps. | Total No. of Maps. | No. of legal teaching days open. |
|------------|-----------------------------|----------------------|-----------------------------|--------|--------|--------|------|---------------------|--------------------|----------------------------------|
| 1876 | 5092 | 5042 | 4926 | 1417 | 514 | 2253 | 742 | 4603 | 36874 | 204 |
| 1877 | 5219 | 5140 | 5148 | 1445 | 526 | 2446 | 731 | 4666 | 37493 | 204 |
| 1878 | 5041 | 4990 | 5066 | 1569 | 511 | 2281 | 705 | 4670 | 38995 | 206 |
| 1879 | 5155 | 5123 | 5147 | 1633 | 520 | 2301 | 693 | 4744 | 39987 | 208 |
| 1880 | 5195 | 5137 | 5182 | 1666 | 513 | 2297 | 706 | 4752 | 40104 | 208 |
| 1881 | 5238 | 5238 | 5278 | 1695 | 521 | 2372 | 690 | 4740 | 39719 | 208 |
| 1882 | 5255 | 5203 | 5227 | 1774 | 502 | 2306 | 645 | 4738 | 39372 | 206 |
| 1883 | 5316 | 5252 | 5284 | 1820 | 504 | 2343 | 617 | 5119 | 39812 | 207 |
| 1884 | 5375 | 5316 | 5344 | 1879 | 511 | 2323 | 631 | 5163 | 40022 | 208 |
| 1885 | 5443 | 5395 | 5401 | 1954 | 516 | 2317 | 614 | 5217 | 40116 | 208 |
| 1886 | 5453 | 5437 | 5454 | 1976 | 514 | 2357 | 607 | 5278 | 40663 | 208 |

There are now 5,454 school houses in the Province, of which 5437 were open in 1886, distributed as follows: 5,060 in rural districts, 207 in towns, and 170 in cities. The log school house is fast disappearing, there being only 607 in 1886, as against 1,466 in 1850. In the same period, brick school houses have increased from 99 to 1,976. 5,316 school houses are freehold and 138 rented. The number of maps now used amounts to 40,663. In 1850 there were only 1,814. The expenditure on apparatus and prizes in the last eleven years amounted to \$317,514, and the expenditure on school buildings to \$4,140,029.

5.—RECEIPTS AND EXPENDITURE.

The following Table shows the receipts and expenditure from 1876 to 1886 :—

| YEAR. | RECEIPTS. | | | | EXPENDITURE. | | | | | | |
|------------|---------------------|--|---|-----------------|---------------------|-------------------------------|-----------------------------------|---|--------------------|---|------------------------|
| | Legislative Grants. | Municipal School Grants and Assessments. | Clergy Reserves Fund, Balances and other sources. | Total receipts. | Teachers' salaries. | Maps, apparatus, prizes, etc. | Sites and building school houses. | Rent, repairs, fuel and other expenses. | Total expenditure. | Average cost per pupil on total attendance. | On average attendance. |
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | ¢ c. | ¢ c. |
| 1876 | 249956 | 2346735 | 776344 | 3373035 | 1838321 | 49083 | 630266 | 488786 | 3006456 | 6 13 | 14 15 |
| 1877 | 251962 | 2422432 | 730687 | 3405081 | 2038099 | 47539 | 477393 | 510458 | 3073489 | 6 26 | 14 15 |
| 1878 | 258539 | 2278040 | 694986 | 3221565 | 2011208 | 42507 | 413393 | 422239 | 2389347 | 5 91 | 12 86 |
| 1879 | 252566 | 2307223 | 654051 | 3213840 | 2072823 | 32622 | 306026 | 421614 | 2833085 | 5 82 | 12 91 |
| 1880 | 263454 | 2321929 | 669447 | 3254830 | 2113180 | 25222 | 249390 | 434261 | 2822053 | 5 85 | 12 82 |
| 1881 | 258297 | 2352556 | 648385 | 3259238 | 2106019 | 14022 | 280460 | 443770 | 2844271 | 5 92 | 13 21 |
| 1882 | 265738 | 2447214 | 757038 | 3469990 | 2144449 | 15583 | 341918 | 525025 | 3026975 | 6 42 | 14 13 |
| 1883 | 265467 | 2538042 | 767222 | 3570731 | 2210187 | 20275 | 312342 | 565626 | 3108430 | 6 69 | 14 42 |
| 1884 | 267084 | 2675621 | 780433 | 3723138 | 2296027 | 17732 | 341198 | 625905 | 3280862 | 7 02 | 14 79 |
| 1885 | 264419 | 2680121 | 868526 | 3813066 | 2327050 | 20230 | 373405 | 592015 | 3312700 | 7 01 | 14 66 |
| 1886 | 265912 | 2826376 | 901195 | 3993483 | 2385464 | 32699 | 414238 | 625298 | 3457699 | 7 09 | 14 46 |

The expenditure for school purposes amounted in 1885 to 34 per cent. of all the taxes collected upon the assessable property of the province. The ratio of increase for Public Schools has not been so great, however, as for ordinary municipal purposes. For the former the increase in four years was only 14 per cent. ; for the latter it was 17 per cent. Notwithstanding the large expenditure for school sites and buildings and the large increase to the teaching staff of the country, the cost per pupil has very slightly increased in eleven years. In 1886 it was 8 cents per pupil more than in 1885. The average cost per pupil on the number enrolled in 1886, for counties was \$6.69 ; for cities, \$9.23 ; and for towns, \$7.34, or an average of \$7.09 for the province. In 1877 the average cost was, for counties, \$6.01 ; for cities, \$7.52 ; for towns, \$6.51, or an average of \$6.26 for the province. As this estimate includes the expenditure on buildings, sites and equipment (items which necessarily fluctuate), it would be more accurate, in order to ascertain whether our schools are becoming more expensive, to make teachers' salaries the test. On this basis we have the following results :—

Cost per pupil on the basis of teachers' salaries, 1877, for counties, \$3.13 ; for cities, \$3.40 ; for towns \$3.16. Cost per pupil on the basis of teachers' salaries, 1886, for

counties, \$3.13 ; for cities, \$3.81 ; for towns, \$3.43 ; that is, the cost per pupil is the same for rural districts as it was ten years ago. The cost per pupil in the different provinces of the Dominion for 1886 was as follows :

| | |
|---------------------------|--------|
| Quebec | \$4 10 |
| New Brunswick | 5 04 |
| Prince Edward Island..... | 6 36 |
| Ontario | 7 09 |
| Nova Scotia | 7 42 |
| Manitoba | 19 53 |
| British Columbia | 20 16 |

6.—ROMAN CATHOLIC SEPARATE SCHOOLS.—*Progress since 1876.*

| YEAR. | SCHOOLS—EXPENDITURE— TEACHERS. | | | | NUMBER OF PUPILS—STUDIES. | | | | | |
|------------|-----------------------------------|-----------------|--------------------|------------------|---------------------------|-----------------|-----------------|--------------------|-------------------|-----------------|
| | No. of Schools open. | Total Receipts. | Total Expenditure. | No. of Teachers. | No. of Pupils. | No. in Reading. | No. in Writing. | No. in Arithmetic. | No. in Geography. | No. in Grammar. |
| | | \$ | \$ | | | | | | | |
| 1876 | 167 | 106483 | 101493 | 302 | 25294 | 23823 | 19172 | 19550 | 14890 | 10909 |
| 1877 | 175 | 120266 | 114806 | 334 | 24952 | 23716 | 17932 | 17961 | 13154 | 11174 |
| 1878 | 176 | 127549 | 120559 | 333 | 25280 | 25280 | 19381 | 20111 | 14668 | 11806 |
| 1879 | 191 | 129092 | 122831 | 346 | 24779 | 24777 | 19059 | 19965 | 13668 | 11469 |
| 1880 | 196 | 136873 | 128463 | 344 | 25311 | 25311 | 21914 | 20716 | 14875 | 11968 |
| 1881 | 195 | 137074 | 123724 | 374 | 24819 | 24767 | 19726 | 20473 | 14636 | 11909 |
| 1882 | 193 | 166739 | 154340 | 390 | 26148 | 26148 | 21052 | 21524 | 13900 | 11695 |
| 1883 | 194 | 166289 | 153611 | 397 | 26177 | 26177 | 22016 | 22111 | 14074 | 12805 |
| 1884 | 207 | 190454 | 176477 | 427 | 27463 | 27463 | 23139 | 23705 | 15108 | 13637 |
| 1885 | 218 | 218096 | 204531 | 453 | 27590 | 27590 | 23377 | 24823 | 16122 | 14518 |
| 1886 | 224 | 193908 | 179730 | 461 | 29199 | 29199 | 26803 | 26940 | 17925 | 17412 |

From these tables it will be seen that while the number of Separate Schools has increased 57 in eleven years, the expenditure increased \$78,237, and the number of teachers

159 during the same period. The number of pupils in the various subjects of the school programme has also proportionately increased. From the reports of the Inspectors which appear elsewhere it will be seen that the Separate Schools are steadily prospering, and that, both as regards teachers and pupils, they are becoming more efficient every year.

II.—HIGH SCHOOLS.

(Including Collegiate Institutes.)

1.—RECEIPTS, EXPENDITURE, ATTENDANCE, ETC.

The following Tables respecting High Schools will be found suggestive :—

| YEAR. | No. of Schools open. | No. of Teachers. | RECEIPTS. | | EXPENDITURE. | | | No. of Pupils. | Average Attendance. | Percentage of average attendance to total attendance. | Cost per Pupil on total attendance. |
|------------|----------------------|------------------|-----------------|-----------------|------------------------------|--|--------------------|----------------|---------------------|---|-------------------------------------|
| | | | Amount of Fees. | Total Receipts. | Paid for Teachers' Salaries. | Paid for Sites and building School Houses. | Total Expenditure. | | | | |
| | | | \$ | \$ | \$ | \$ | \$ | | | | \$ c. |
| 1876 | 104 | 266 | 20122 | 321132 | 195906 | 46216 | 304948 | 8541 | 4719 | 55 | 35 70 |
| 1877 | 104 | 280 | 20753 | 357521 | 211607 | 51417 | 343710 | 9229 | 5201 | 56 | 37 24 |
| 1878 | 104 | 298 | 21581 | 420188 | 223010 | 83969 | 396010 | 10574 | 5998 | 56 | 37 46 |
| 1879 | 104 | 320 | 26225 | 417461 | 241097 | 54275 | 400788 | 12136 | 6992 | 57 | 33 02 |
| 1880 | 104 | 335 | 28528 | 432309 | 247894 | 66416 | 413930 | 12910 | 7256 | 56 | 32 06 |
| 1881 | 104 | 333 | 30891 | 371250 | 257218 | 23703 | 345850 | 13136 | 7270 | 55 | 26 00 |
| 1882 | 104 | 332 | 29270 | 373150 | 253864 | 19361 | 343720 | 12348 | 6580 | 53 | 27 56 |
| 1883 | 104 | 347 | 30067 | 378888 | 266317 | 20012 | 348946 | 11843 | 6454 | 55 | 29 47 |
| 1884 | 106 | 358 | 34288 | 407978 | 282776 | 34013 | 385426 | 12737 | 7302 | 57 | 30 26 |
| 1885 | 107 | 365 | 40032 | 458941 | 294078 | 50865 | 429762 | 14250 | 8207 | 58 | 30 16 |
| 1886 | 109 | 378 | 47144 | 502315 | 307516 | 63248 | 477797 | 15344 | 8797 | 57 | 31 14 |

2.—CLASSIFICATION, ETC.

| YEAR. | ENGLISH. | | | | | MATHEMATICS. | | | | SCIENCE. | | | LANGUAGES. | | | |
|----------|---|--------------|-------------|----------|------------|--------------------------------|----------|---------|---------------|----------|------------|---------|------------|--------|---------|---------|
| | English Grammar (and Literature to 1882 inclusive.) | Composition. | Literature. | History. | Geography. | Arithmetic and Mensuration. | Algebra. | Euclid. | Trigonometry. | Physics. | Chemistry. | Botany. | Latin. | Greek. | French. | German. |
| 1876.... | 8457 | 8091 | ..... | 8125 | 8318 | 8452 | 7609 | 6452 | 300 | 1967 | 2093 | .... | 3789 | 905 | 3039 | 362 |
| 1877.... | 8819 | 8772 | ..... | 9106 | 9158 | 9227 | 8678 | 8113 | 359 | 2168 | 2547 | .... | 4955 | 871 | 3091 | 442 |
| 1878.... | 10486 | 9844 | ..... | 9855 | 10074 | 10450 | 10212 | 9713 | 429 | 2375 | 2979 | .... | 4729 | 883 | 3588 | 516 |
| 1879.... | 12015 | 11691 | ..... | 11873 | 11935 | 12105 | 11761 | 11285 | 660 | 2464 | 2871 | .... | 5391 | 1097 | 4687 | 729 |
| 1880.... | 12765 | 12288 | ..... | 12654 | 12634 | 12825 | 12667 | 12304 | 622 | 2519 | 2991 | .... | 5559 | 1100 | 5464 | 859 |
| 1881.... | 13086 | 13050 | ..... | 12937 | 12802 | 13097 | 13032 | 12926 | 593 | 2431 | 2855 | .... | 5389 | 967 | 5938 | 877 |
| 1882.... | 12275 | 12189 | ..... | 12220 | 12106 | 12261 | 11742 | 11148 | ..... | 2880 | 2522 | .... | 4591 | 815 | 5363 | 962 |
| 1883.... | 11815 | 11707 | 11259 | 11551 | 11518 | 11767 | 10296 | 10071 | ..... | 4350 | 2450 | 1526 | 4439 | 903 | 5318 | 961 |
| 1884.... | 12577 | 12525 | 12046 | 12393 | 12448 | 12638 | 11490 | 11002 | ..... | 4749 | 3046 | 1880 | 4454 | 927 | 5119 | 1089 |
| 1885.... | 13942 | 14022 | 13497 | 13912 | 13885 | 14017 | 13633 | 13166 | 461 | 6939 | 3612 | 2685 | 4937 | 903 | 5528 | 1111 |
| 1886.... | 15182 | 15142 | 14878 | 15201 | 15126 | 15122 | 14813 | 14406 | 754 | 5019 | 3807 | 3937 | 4954 | 1029 | 5379 | 1172 |

| YEAR. | Drawing. | Music. | Commercial Course. | Preparing for Senior Matricula- tion. | Preparing for Junior Matricula- tion. | Preparing for Learned Professions. | Teachers preparing for Exami- nations. | Left for Mercantile life. | Left for Agricul- ture. | Matri- culation. | No. of Schools charging fees. |
|-----------|----------|--------|-----------------------|--|--|--|---|---------------------------------|-------------------------------|---------------------|--|
| 1876..... | 2747 | ..... | 3725 | ..... | ..... | 427 | ..... | 495 | 300 | 126 | 34 |
| 1877..... | 2755 | ..... | 3621 | ..... | ..... | 564 | ..... | 555 | 328 | 145 | 35 |
| 1878..... | 2881 | ..... | 4011 | ..... | ..... | 633 | ..... | 445 | 417 | 183 | 31 |
| 1879..... | 2693 | ..... | 4500 | ..... | ..... | 693 | ..... | 565 | 535 | 248 | 36 |
| 1880..... | 2397 | ..... | 4542 | ..... | ..... | 625 | ..... | 731 | 555 | 209 | 36 |
| 1881..... | 1595 | ..... | 5005 | ..... | ..... | 576 | ..... | 859 | 598 | 280 | 35 |
| 1882..... | 3441 | ..... | 5642 | ..... | ..... | 751 | ..... | 881 | 646 | 272 | 37 |
| 1883..... | 3538 | 1360 | 4849 | ..... | ..... | 868 | ..... | 768 | 583 | 277 | 37 |
| 1884..... | 8126 | 3428 | 7407 | ..... | ..... | 927 | ..... | 730 | 571 | 266 | 38 |
| 1885..... | 12150 | 3547 | 11145 | 58 | 741 | 693 | 5237 | 856 | 636 | 290 | 43 |
| 1886..... | 12956 | 1917 | 12150 | 131 | 969 | 797 | 5777 | 964 | 638 | 337 | 51 |

For eight years the number of High Schools stood at 104; in 1884 there was an increase of 2, now they number 109. Collegiate Institutes have advanced to 24 in 1886. The most gratifying feature, however, of our High School system, is the large increase in the attendance, the number having nearly doubled in eleven years. Having regard to the number and standing of the teachers employed now as compared with 1876, it is worthy of note that the cost per pupil, taking expenditure of all kinds into consideration, is less than it was eleven years ago. If we make the test, the amount paid for teachers' salaries, which is the main item of expense, it will be found that in 1876 the cost per pupil was \$22.94; in 1886 it was \$20.04 per pupil. The High Schools are classified as follows:—Schools with two masters, 46; Schools with three masters or over, 63; Collegiate Institutes, 24. The largest Collegiate Institute is Toronto, with an enrolment of 647; then Hamilton, with 489; London, with 399; St. Thomas, with 351. There is an average of 7 teachers in each of the Collegiate Institutes; the average number of pupils to each High School teacher in the Province is 40. From table G it will be seen that fees amounting to \$47,144 are charged in 51 High Schools. The tendency to charge fees is evidently growing. In 1876, the fees collected amounted to only \$20,122 in 34 schools. There is no reason why High School Boards should not exercise the right conferred by Statute, to impose a reasonable fee on the pupils in attendance. The High School is the preparatory school for the professions. All who enter the University or any of the learned professions, must first take a course at a High School. In 1886, 1,100 pupils were preparing for matriculation, 797 for the learned professions, such as law and medicine, and 5,777 for teachers' examinations. Nearly one-half of the whole work of our High Schools is thus devoted to qualifying young men and women for professions, by which they may become self-supporting. Would it be any hardship to require them to contribute a reasonable sum towards that education by which they are afterwards to make a livelihood? I would regret very much to see the Province deprived of the honor of maintaining a free system of Public Schools. It is beyond doubt the duty of the State to provide for every one of its citizens at least a substantial elementary education; but when the citizen desires to use the schools provided by the State for the purpose of self-maintenance, then the right to impose fees for this privilege is unquestionable. A trade is a trade, no matter by what linguistic term disguised, and the reason that would apply to a free education for one trade or profession would apply with equal force to all others. Another feature observable in the growth of our High Schools is the attention paid to certain subjects, which within the last few years have been regarded by all educators as of the greatest importance for practical life. For instance, in 1876, only 3,725 pupils, or 40 per cent. of the whole number studied commercial subjects, such as book-keeping; in 1886 this subject was taken by 12,150, or 80 per cent. of the whole attendance. On the other hand, Latin, in 1876, was studied by 3,789, or by over 40 per cent.; in 1886, the number of pupils in Latin was 4,954, or only a trifle over 30 per cent. of the number in attendance. The number studying Greek has diminished from about 10 per cent. of the whole attendance to 7 per cent. In French and German the numbers are relatively the same. There has been a large increase in the number studying Drawing, the total in 1876 being 2,747, and in 1886, 12,956. Phonography is taught in 10 schools to 406

pupils, the largest class (113 pupils) being in Toronto, and the next largest (65) in Hamilton. Music is taught in 23 schools, and senior matriculation work to 131 pupils in 34 schools, the largest class (19 pupils) being at St. Catharines, and the next largest (13 pupils) being at Kingston. The total number of pupils who passed a University matriculation examination was 337, being an increase of 47 over last year. Of these, the Chatham Collegiate Institute passed the highest number (20), and Cobourg the next highest number (18). While the High Schools are largely employed in preparing pupils for professional life, it is pleasing to notice so many attending for the sole purpose of acquiring a liberal education. This is shown by the fact that last year, 964 High School pupils on leaving, entered mercantile life, and 638 returned to the farm to pursue agriculture. The effect on these pursuits of the superior training of the High School must be salutary. The highest salary paid a head master was \$2,350 (Toronto C. I.). The average salary of headmasters for the Province was \$1,107. Of the headmasters, 65 were graduates of Toronto University, 19 of Victoria, 10 of Queen's, 6 of Trinity, 3 of Albert, and 5 of British Universities. The whole number of teachers employed was 378.

3.—ENTRANCE EXAMINATIONS.

Entrance examinations are held each year in July and December. The course prescribed for this examination is identical with the work of the fourth form of the Public Schools. Examinations are now held at 170 points in the Province, and although all who pass do not enter the High School, it is found that, as a standard for the work of the Public School, they are very useful. In fact, it may now be assumed that the entrance examination is a fair index of Public School work. In 1877, the first year in which the Department took these examinations in charge, the number passed was 3,270; in 1886 it was 6,768. The increased anxiety to accept this test is shown by the fact that in 1877, only 6,248 wrote for entrance to the High Schools; in 1886 the number had risen to 13,660. The papers for this examination are sent out by the Department. Last year 220,000 papers were required.

III.—PROFESSIONAL TRAINING OF TEACHERS.

Training Schools are now established for the teachers of Ontario, in every department of their work. During the year, regulations for licensing Kindergarten teachers were adopted, and the first examination held under the direction of the Department. Teachers for this work are divided into two grades, (1) those who have attended a Kindergarten training school one year and passed the prescribed examination, called Assistants, and (2) those who attend two years and pass the prescribed examination, called Directors. Examinations were held at Hamilton, Ottawa, and Toronto, and out of the 83 candidates who presented themselves 28 passed for Directors and 34 for Assistants. There is now a Kindergarten School at London, Berlin, Waterloo, St. Catharines, Hamilton, Parkdale, Toronto, Cobourg, Kingston and Ottawa. The whole number of pupils in attendance in 1887 was 1,661, and the number of teachers employed,

74. I would like very much to see Kindergarten schools opened in every incorporated village, town and city in the Province. The advantages of such schools cannot be discussed fully in the limits at my disposal, but the following epitome may be considered :—1. They develop the observing powers of children. 2. They cultivate manual dexterity, 3. They contribute to the physical training of the child. 4. They cultivate originality and spontaneity. 5. They combine amusement with the acquisition of knowledge. 6. They develop the child's mind symmetrically. 7. They teach self abnegation, self control and attention. As the pupils are not allowed to be kept at school for more than three hours per day, there need be no fear that, in a properly ventilated room, the child's health would suffer by the restraint of the school.

1.—County Model Schools.

County Model Schools were first established in 1877, and since that time they have been attended by 13,082 teachers. The term has been lengthened by two weeks, in order to enable principals to give more time to the science of education. The course of study has been simplified, and boards of examiners empowered to reject any teacher in training whose scholarship appears defective. Boards should deal firmly and heroically with every candidate whose qualifications are not unmistakably high. Efficiency in the school room is only attainable by exercising the greatest care in the professional examination of teachers.

The statistics of County Model Schools since the date of their establishment are as follows :—

| YEAR. | No. of Schools. | No. of Teachers in training. | No. that passed final examination. | Government Grant. |
|----------------|-----------------|---------------------------------|--|----------------------|
| 1877 | 50 | 1237 | 1146 | \$ 2000 |
| 1878 | 50 | 1391 | 1372 | 8200 |
| 1879 | 51 | 1295 | 1259 | 200 |
| 1880 | 49 | 1413 | 1317 | 10000 (1879-80). |
| 1881 | 50 | 668 | 615 | 4800 |
| 1882 | 46 | 882 | 837 | 9750 |
| 1883 | 48 | 820 | 791 | 7500 |
| 1884 | 51 | 1117 | 1017 | 8100 |
| 1885 | 52 | 1305 | 1203 | 8100 |
| 1886 | 53 | 1463 | 1376 | 8250 |
| 1887 | 55 | 1491 | 1375 | 8400 |

2.—Normal and Provincial Model Schools.

The course at the Provincial Normal School is now almost purely professional, instruction being given in only a few elementary subjects of special importance to the public school teacher, such as writing, drawing, reading, music, drill and calisthenics. The professional course is also enlarged, and more value attached to methods and to practical teaching than formerly. The Normal Schools need no longer be academical. The High Schools and Collegiate Institutes teach the non-professional subjects as well as they can be taught anywhere. It is perfectly safe, therefore, to limit the Normal Schools to theoretical and practical pedagogics. This affords an opportunity to make the course more thorough than it could be made if it were attempted to teach non-professional subjects as well. It also justifies greater strictness at the final examination, and renders it easier to discover those defects in the student's manner of presenting a subject, or his power of governing a class, which would prevent his being a successful teacher. Candidates who fail in the written part of their course are required to take the whole written examination over again, but if they pass in practical teaching they are allowed an interim certificate for six months. All the changes in the regulations respecting Normal Schools were made with a view to make the second test for professional preferment more severe, and thus give an additional guarantee to the public that the holder of a certificate bearing the seal of the Education Department will do honor to the profession, by teaching and governing his pupils according to the most approved methods.

The following Table exhibits the work done for the last eleven years :—

| YEAR. | Number of Normal School Teachers. | Number of Normal School Students. | Number of Model School and Kindergarten Teachers. | Number of Model School and Kindergarten Pupils. | Receipts from Fees of Model School and Kindergarten Pupils. | Expenditure, Normal and Model Schools. |
|-----------|-----------------------------------|-----------------------------------|---|---|---|--|
| | | | | | \$ c. | \$ c. |
| 1877..... | 13 | 257 | 8 | 399 | 7909 22 | 39863 58 |
| 1878..... | 14 | 226 | 8 | 382 | 7752 00 | 34032 92 |
| 1879..... | 15 | 429 | 8 | 391 | 7798 00 | 33719 58 |
| 1880..... | 13 | 483 | 15 | 607 | 9122 00 | 36694 07 |
| 1881..... | 15 | 418 | 15 | 698 | 11523 00 | 41808 43 |
| 1882..... | 16 | 260 | 15 | 799 | 13783 50 | 44888 02 |
| 1883..... | 15 | 338 | 16 | 760 | 13232 00 | 45540 40 |
| 1884..... | 15 | 351 | 16 | 742 | 12106 75 | 40761 02 |
| 1885..... | 12 | 405 | 17 | 658 | 11352 50 | 38257 11 |
| 1886..... | 11 | 439 | 18 | 660 | 11625 50 | 37477 89 |
| 1887..... | 10 | 441 | 18 | 823 | 13427 00 | 40131 24 |

3.—Training Institutes.

There are now four Training Institutes in the Province, viz., one at Strathroy, Guelph, Hamilton and Kingston. The attendance in 1887 was 32; the number who wrote at the final examinations was 81, and the number who passed, 64. The few changes in the regulations respecting Training Institutes, as in the case of Normal and Model Schools, were made with a view to test more fully than ever before the professional attainments of the candidates. The work of the High School masters is one of great responsibility, and no person should be authorized to enter upon it until his capabilities in every respect have been ascertained.

The Table herewith shows their standing in 1887 :—

| NAME of INSTITUTE. | NAME OF PRINCIPAL. | Number in attendance at Institute. | | Number who wrote at examination. | | Number who passed. | | | | Number of Lessons taught. |
|-----------------------|-------------------------|--|---------|--|---------|-----------------------|---------|--|---------|------------------------------|
| | | | | | | Assistant Masters. | | First-Class Professional and Assistant Masters. | | |
| | | Male. | Female. | Male. | Female. | Male. | Female. | Male. | Female. | |
| Guelph | William Tytler, B.A.... | 6 | ..... | 15 | 2 | 6 | ..... | 4 | 2 | 201 |
| Hamilton | P. S. Campbell, M.A.... | 11 | 2 | 25 | 7 | 11 | 4 | 11 | 3 | 383 |
| Kingston | A. P. Knight, M.A.... | 6 | ..... | 18 | 3 | 7 | ..... | 3 | 3 | 151 |
| Strathroy | J. E. Wetherell, B.A... | 6 | 1 | 10 | 1 | 7 | 1 | 2 | ..... | 172 |
| | Total | 29 | 3 | 68 | 13 | 31 | 5 | 20 | 8 | 907 |

IV.—DEPARTMENTAL EXAMINATIONS.

It is frequently said that examinations now usurp the place of instruction, and that more attention is paid to the means by which they may be met successfully, than to the proper work of the school-room—the development of mind and character. Whatever may be said to the contrary, examinations must hold a place in every well appointed system of education. Tests must be applied for ascertaining a pupil's attainments, for verifying the teacher's work, for determining the rank of candidates for professional preferment, for directing and authenticating courses of study, and so on. Still it is well to limit examinations (1) so as not unduly to interfere with the calmness and deliberation necessary for true mental culture, and (2) where possible, to make one examination serve several cognate purposes. When I assumed office in 1883, the Department conducted four different examinations for Public School teachers, viz., one for first class, grades A and B; one for first class, grade C, one for second class teachers, and one for third class teachers. The course arranged for first class teachers corresponded in many respects to certain examinations prescribed by the University of Toronto for undergraduates in their first and second year,

The one marked out for second class teachers was in many respects similar to that prescribed by the University for matriculation. It occurred to me that candidates would lose nothing, and that the High Schools and the public generally would gain a good deal from some well devised combination of these examinations. After several conferences with the learned President of the University, and the committee on examinations, we were able to adapt the course of study prescribed by the Department and the University respectively, so as to dispense practically with three of the Departmental examinations. That is to say, candidates for second class certificates take the matriculation as modified by agreement with the University, and candidates for the different grades of first class certificates take certain University examinations as already stated. Where we had four Departmental examinations in all in 1883, we have now only one, that for third class candidates. The examination for second class candidates is divided between the University and the Department, the questions being prepared by the University examiners, and the answers read by the Departmental examiners. Another result of this unification is, that the number of papers on which candidates are required to write will be very much reduced. For third class certificates the papers will be reduced from twenty-three to eighteen, and for second class candidates from twenty-eight to seventeen. It does not follow, however, because the number of papers has been reduced that the standard of the examination is lowered. In certain subjects candidates were examined for second as well as for third class certificates. Now that third class candidates must pass the lower examination before writing at the higher, they are required to finish their course in the elementary studies before entering upon advanced work. I expect much relief departmentally from this arrangement, and what is more important, I expect that the simplification of the High School course of study which is effected thereby, will enable pupils and teachers to give more time to all the important branches of study.

The number of candidates examined for 2nd and 3rd Class certificates for the last eight years is as follows :—

| YEAR OF EXAMINATION. | Candidates Examined. | Passed for II. Class. | Passed for III. Class. | Appeals. | Sustained. |
|----------------------|----------------------|-----------------------|--|----------|------------|
| 1879..... | 2539 | 750 | Conducted by County Boards. 424 | | |
| 1880..... | 3185 | 737 | | | |
| 1881..... | 3592 | 674 | | | |
| 1882..... | 3090 | 1181 | | | |
| 1883..... | 3900 | 377 | | | |
| 1884..... | 5128 | 1071 | 860 | 506 | 144 |
| 1885..... | 4541 | 733 | 1150 | 736 | 194 |
| 1886..... | 5055 | 764 | 1312 | 339 | 109 |
| 1887..... | 5689 | 988 | 1442 | 556 | 133 |

EXAMINATION PAPERS PRINTED, 1887.

The number of examination papers issued by the Department in 1887, was:—

| | |
|----------------------------------|---------|
| Entrance Examinations..... | 220,000 |
| County Model Schools | 14,000 |
| Training Institutes..... | 6,400 |
| III. Class | 146,000 |
| II. Class, Professional | 15,200 |
| II. Class, Non-Professional..... | 118,500 |
| I. Class | 19,200 |
| | <hr/> |
| | 298,900 |
| Total..... | <hr/> |
| | 539,300 |

V.—TEACHERS' INSTITUTES.

This Table presents the work of Teachers' Institutes for ten years:—

| YEAR. | RECEIPTS. | | | | | | | EXPENDITURE. | |
|-----------|------------------------------|-----------------|------------------------------------|---|--|-------------------------------------|------------------------|----------------------------|--------------------|
| | No. of Teachers' Institutes. | No. of Members. | Total No. of Teachers in Province. | Amount received from Government Grants. | Amount received from Municipal Grants. | Amount received from Members' Fees. | Total amount received. | Amount paid for Libraries. | Total amount paid. |
| | | | | c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1877..... | 42 | 1881 | 6468 | 1412 50 | 100 00 | 299 75 | 2769 45 | ..... | 1127 68 |
| 1878..... | 54 | 3511 | 6473 | 3247 38 | 530 00 | 689 32 | 5961 62 | 1069 76 | 3764 63 |
| 1879..... | 60 | 4185 | 6596 | 3516 55 | 350 00 | 756 55 | 7632 24 | 1687 68 | 4772 30 |
| 1880..... | 59 | 4214 | 6747 | 3275 00 | 225 00 | 790 20 | 8028 97 | 1460 29 | 4965 85 |
| 1881..... | 61 | 4033 | 6922 | 2950 00 | 200 00 | 1027 04 | 8570 64 | 438 62 | 4377 44 |
| 1882..... | 62 | 4395 | 6857 | 2900 00 | 300 00 | 1088 84 | 9394 28 | 453 02 | 5355 33 |
| 1883..... | 62 | 4821 | 6911 | 4025 00 | 435 00 | 792 83 | 10372 91 | 1274 32 | 5870 79 |
| 1884..... | 64 | 5189 | 7085 | 2027 00 | 510 00 | 676 05 | 9423 47 | 1500 09 | 4875 43 |
| 1885..... | 64 | 5666 | 7218 | 1800 00 | 900 00 | 885 31 | 9252 65 | 1636 21 | 4587 87 |
| 1886..... | 66 | 5974 | 7364 | 1820 00 | 1995 50 | 916 54 | 10036 52 | 1520 64 | 4657 76 |

VI.—MECHANICS' INSTITUTES AND FREE LIBRARIES.

There are now in operation 163 Mechanics' Institutes and Free Libraries. Ten new Institutes have been incorporated and opened to members within the year.

The total number of Mechanics' Institutes and Free Libraries reporting this year is 145, with 16,094 members and 17,906 readers, with property valued at \$367,600.00.

The total expenditure of 145 Mechanics' Institutes and Free Libraries for the past year was over \$109,000.00. The sum of \$21,677.00 was expended for books, and 708,000 books were issued to members and readers.

Ninety Institutes and Free Libraries reporting, provide reading rooms fitted with the necessary equipments for the comfort of readers. They have expended \$7,150.00 for the purchase of 1,200 periodicals and 1,377 newspapers. Twenty-eight Institutes and Free Libraries had in operation evening classes, with an attendance of 687 pupils in the English and commercial courses, and twenty-four Institutes and Free Libraries conducted evening classes in primary and mechanical drawing, with 656 pupils, in the following subjects :—Freehand Drawing, Practical Geometry, Linear Perspective, Model Drawing, Memory and Blackboard Drawing, Machine Drawing and Building Construction. The total expenditure for evening classes was \$1,513.00.

The following comparative statement shows the progress made within the past six years, during which time the Education Department has had the administration of this important branch of our educational system.

In 1881, ninety-six Institutes reported.

In 1887, one hundred and forty-five Institutes and Free Libraries reported.

In 1881, twenty-one Evening Classes were in operation.

In 1887, fifty-one Evening Classes were in operation.

In 1881, the total receipts reported were \$48,321.00.

In 1887, the total receipts reported were \$109,329.

During the past three years 117 Evening Drawing Classes have been conducted at Mechanics' Institutes, with 3,299 students in attendance, representing over one hundred various trades and occupations. That these students have obtained a considerable practical knowledge of Industrial Drawing applicable to their various trades and pursuits is shown by the results of the Annual Competitive Examinations. From the 1st May, 1885, to 1st May, 1887, the Department awarded to Mechanics' Institute students in this Province no less than 2,213 Proficiency Certificates, and 58 Teachers' Certificates in the Primary Drawing Course, and 37 Certificates in the Advanced and Mechanical Drawing Courses.

VII.—ART SCHOOLS.

There are now in operation eight Art Schools, viz., Brockville, with 102 pupils, Hamilton, 236 pupils ; Kingston, 98 pupils ; Ottawa, 184 pupils ; Stratford, 198 pupils ; London, 103 pupils ; Toronto, 131 pupils ; Toronto, (west end) 56 pupils.

During this year a large number of the pupils of Kingston, London, Ottawa and Toronto Art Schools, received medals and diplomas from the Royal Commissioners of the Colonial Exhibition, for specimens of their work sent to the Exhibition in 1886.

The annual Examinations commenced on the 28th April, and pupils were examined as follows :—

Art Schools—Primary Course, 568 pupils ; Advanced Course, 184 pupils ; Mechanical Course, 63 pupils ; Special Subjects, 35 pupils.

Mechanics' Institutes—Primary Course, 427 pupils ; Mechanical Course, 4 pupils.

Colleges, High Schools, etc.—Primary Course, 1,764 pupils ; Advanced Course, 31 pupils ; Mechanical Course, 12 pupils ; Special Subjects, 13 pupils.

In addition to the Gold, Silver and Bronze medals offered for competition by this Department, the Canadian Manufacturers' Association presented five Silver Medals for original design, which were awarded to Brockville, London, Ottawa and Toronto Art Schools.

The pupils who attended these Drawing Classes represent no less than 117 various trades and occupations, and the following list of Provincial Certificates awarded by the Department at the annual examinations, shows the great progress made in the study of Industrial Drawing throughout the Province during the past five years.

1. Primary Art Course.

| YEAR. | Freehand Drawing. | Blackboard Drawing. | Geometry. | Perspective. | Model Drawing. | Teachers' Certificates. | Totals. |
|-------------|----------------------|------------------------|-----------|--------------|----------------|----------------------------|---------|
| 1882..... | 28 | 28 | 21 | 17 | 12 | ..... | 106 |
| 1883..... | 84 | 76 | 89 | 58 | 47 | ..... | 354 |
| 1884..... | 153 | 86 | 174 | 139 | 138 | 66 | 756 |
| 1885..... | 214 | 198 | 529 | 301 | 168 | 122 | 1532 |
| 1886..... | 634 | 414 | 672 | 149 | 662 | 77 | 2608 |
| 1887..... | 643 | 122 | 1204 | 428 | 444 | 103 | 2944 |
| Total | 1756 | 924 | 2689 | 1092 | 1471 | 368 | 8300 |

2. *Advanced Art Course.*

| YEAR. | Shading from Flat. | Outline from 'Round.' | Shading from 'Round.' | Drawing from Flowers. | Ornamental Design. | Teachers' Certificates. | Totals. |
|-------------|--------------------|-----------------------|-----------------------|-----------------------|--------------------|-------------------------|---------|
| 1883..... | 5 | 5 | 12 | 18 | ..... | ..... | 40 |
| 1884..... | 16 | 5 | 12 | 12 | ..... | ..... | 45 |
| 1885..... | 33 | 18 | 35 | 29 | ..... | 4 | 119 |
| 1886..... | 35 | 24 | 19 | 48 | ..... | 3 | 129 |
| 1887..... | 59 | 27 | 28 | 25 | 34 | 14 | 187 |
| Total | 148 | 79 | 106 | 132 | 34 | 21 | 520 |

3. *Mechanical Drawing Course.*

| YEAR. | Descriptive Geometry. | Machine Drawing. | Building Construction. | Industrial Design. | Advanced Perspective. | Teachers' Certificates. | Totals. |
|------------|-----------------------|------------------|------------------------|--------------------|-----------------------|-------------------------|---------|
| 1883..... | 2 | 3 | 1 | 2 | 3 | ..... | 11 |
| 1884..... | 1 | 1 | 1 | 1 | 1 | ..... | 5 |
| 1885..... | 12 | 32 | 4 | 25 | 12 | 4 | 89 |
| 1886..... | 14 | 13 | 5 | 28 | 14 | 3 | 77 |
| 1887..... | 6 | 5 | 12 | 18 | 6 | 2 | 49 |
| Total..... | 35 | 54 | 23 | 74 | 36 | 9 | 231 |

4. *Extra Subjects.*

| YEAR. | Drawing from Life. | Painting in Oil Colors. | Painting in Water Colors. | Modelling in Clay. | Wood Carving. | Repossé Work. | Totals. |
|-------------|--------------------|-------------------------|---------------------------|--------------------|---------------|---------------|---------|
| 1885..... | ..... | 9 | 7 | 14 | ..... | ..... | 30 |
| 1886..... | ..... | 12 | 7 | 11 | 7 | ..... | 37 |
| 1887..... | 7 | 32 | 9 | 8 | 2 | 2 | 60 |
| Total | 7 | 53 | 23 | 33 | 9 | 2 | 127 |

Summer Drawing Classes for Teachers were conducted at Durham, Fergus, Kingston, Stratford, Strathroy and Toronto, when the following Certificates were awarded:—Primary Course—8 Teachers' Certificates (full course), 11 Freehand Drawing, 10 Black-board Drawing, 18 Geometry, 11 Perspective, 15 Model Drawing. Advanced Course—2 Teachers' Certificates (full course), 1 Outline from 'round,' 1 Ornamental Design, 2 Shading from 'round,' 1 Advanced Perspective.

VIII.—ARBOR DAY.

The efforts made by the Department to secure the planting of shade trees and the cultivation of flowers in the school grounds, were heartily supported by teachers and trustees. Arbor Day has now become one of the most interesting and profitable holidays of the year. In 1885, 38,940, and in 1886, 34,087 trees were planted. In a very few years every rural school in the Province will have its pleasant shady bower where the pupils can find shelter from the scorching sun during the summer months, and where their taste for the beautiful in nature will find some gratification.

IX.—THE WORK OF THE YEAR.

1. REVISION OF THE REGULATIONS.

As the Provincial Statutes were being revised and consolidated, I thought the time opportune for revising and consolidating the Regulations of the Education Department. So far as the ordinary administration of public schools is concerned, only one or two changes call for notice. I might mention, however, that before any changes were made the proposed amendments were submitted to every Board of Public and High Schools in the Province, to every Public School Inspector, and also to the Provincial Associations of Teachers and of Trustees. Their suggestions were carefully considered by the Central Committee and by myself, and so far as thought practicable, adopted. The Revised Statutes relating to Education, together with the Regulations, have been included in one volume and issued to every Public and High School Board in the Province, as well as to the Inspectors.

2. TEMPERANCE AND AGRICULTURE.

By the Act of last session, Temperance and Agriculture were placed upon the course of study for Public Schools. The regulations with respect to Temperance require that it should be taught as thoroughly by the aid of text books or otherwise as any subject on the programme. Twenty-two States of the neighboring Republic have passed very stringent laws in regard to the study of this subject, and the instructions of the State Superintendents to the local authorities are also very stringent. The insidious nature of alcoholic stimulants and their effect upon the human system demand most careful attention in the present condition of society. By authorizing the study of this subject in the Public and High Schools of the Province, it is not intended, however, to convert the teachers of Ontario into propagandists. Principles should be carefully discussed and their soundness demonstrated as matters of fact and not as mere sentiment. The effect of the habitual use of alcoholic stimulants upon physical or mental health should be investigated scientifically. Whether they are capable of sustaining the system under the pressure of fatigue or climatic changes, or under any severe strain upon its powers, should be examined in a scientific way, and the conclusions arrived at impressed

upon the minds of the pupils as the only safe guide for future action. Further, if the teachings of science show that the *habitual* use of alcohol weakens the nervous forces or produces such functional disorders as predispose to *excessive* use, then the inference to be drawn from such effects should be earnestly enforced. The teacher who indulges in sentimental moralizing or empty declamation will not deal with the subject according to the purpose or spirit of the Regulations. The text-book authorized on this subject has already been adopted by several of the other provinces, and its author, Dr. Richardson, of London, England, may fairly be accepted as the best scientific exponent of the question.

The difficulty in finding a suitable text-book on Agriculture has caused some delay in beginning the study of this subject in the public schools. Mr. James Mills, M.A., Principal of the Agricultural College, Guelph, is now engaged in preparing a text-book, which, it is hoped, will be found suitable for authorization.

3. PUBLIC SCHOOL PROGRAMME.

The Public School course of study was revised and simplified and is now restricted to purely elementary subjects. In 1871 no less than nineteen subjects were prescribed for the first four forms; now only twelve are prescribed, with the right to trustees to modify the course with the consent of the Inspector, in order to meet the special wants of different localities. The programme itself is framed with a view to the utmost simplicity and at the same time to include every elementary subject which is essential to a good practical English education. It consists of reading in its relation to expression; arithmetic in its application to practical business life; history so far as it relates to Canada and the British Empire; drawing as the foundation for a knowledge of industrial designs; with geography, writing, composition and grammar. Music, drill and calisthenics, temperance, and agriculture are also included, although occupying as formerly a less prominent position. This may be said to be the limit of the ordinary Public School course. For advanced pupils, to whom a High School is not accessible, a more extended course of study is provided, corresponding to the first form in a High School; many of the best schools in the Province, however, confine themselves exclusively to the work of the four forms. In the High School, pupils are at liberty to pursue several distinct courses of study: (1) they may take the course prescribed for commercial life, or (2) the course prescribed for teachers, or (3) the course prescribed for matriculation into the University. The High Schools are in this way made, in a wider sense than ever before, the training schools for all who have the ability and inclination to equip themselves thoroughly for active life. They are the avenues to all the learned professions, as well as the academies, at which the professional man may fit his children for professional life, or at which the agriculturist may train his sons to agriculture, or the merchant to business. Nor is the pupil who desires to proceed beyond the High School allowed to drift aimlessly from his course, while, perhaps fitting himself along the way, for other duties. His interests have been kept in view ever since he began his career at the public school, and now when he has completed what is the main portion of the High School course, he is almost, as a matter of form, a

the very door of the University. The same examination which entitled him to enter the advanced classes of the High School, also entitles him² to matriculate. Throughout his whole course there has been no interruption by superfluous studies or fruitless application to subjects outside the prescribed curriculum. Whatever may have been the goal of his ambition at the outset, he could not, even if he desired it, prejudice his chances for obtaining the best education supplied by the State, provided he attended school.

4. TEXT-BOOKS.

Education is a development, and consequently the standard of to-day will not do for the next generation. A similar rule applies to text-books. At best, they can but express the educational growth of the period to which they belong. Our notions, as well as our knowledge in regard to almost everything within the compass of a text-book (and without also) are undergoing change. The attention recently given to the Science of Education and the principles of pedagogy has led to more scientific methods of teaching, and has forced educationists everywhere to consider the preparation of text-books in conformity with these principles. The Readers of ten years ago were not adapted for teaching reading as it is now taught in the best schools. Hence the necessity for new readers. Arithmetic as developed in many text-books was more puzzling than practical. Rules long ago obsolete were retained, and terms entirely foreign to this country thrust upon the pupil to the exclusion of what he was likely to meet in every day life. Hence the necessity for a new arithmetic.

In grammar, the old methods of Lindley Murray, or the more modern but almost equally absurd systems of Bullion and Morell still prevailed, and the pupil, who should find in his grammar some help in the use of correct English, was all but paralyzed with rules which he could not construe or with technical terms which he could not understand. Instead of beginning with the sentence as the basis of expression, he was introduced to vowels and consonants, diphthongs and syllables, and it was not until he was ready to leave school (if even then) that he was presented, and that very coldly, to a complete sentence in his mother tongue. For years the schools of the United States were far more privileged than the schools of Ontario in this respect, and relief to Ontario came none too soon in the form of a new grammar.

Geography, as a means of education, had also very much deteriorated through the use of defective text-books. What should have been a most inviting subject—one affording scope to the child's imagination as well as a means of mental culture, was limited to the mere memorization of the names of cities, towns, rivers, capes, islands, etc., some of them almost too obscure to find a place in a county gazetteer. Trade, commerce, historical reference, natural history, climatology, national occupations, etc., were summarized in order that a place might be found for long lists of names such as I have referred to. I resolved to remove some of these anomalies, and to enable it to be done as early as possible, new text-books on these subjects have been authorized, giving due prominence to what is considered more useful to the scholar, and more in harmony with the true purpose of the subject.

So much for the design in authorizing new text-books. Now, as to the mode in which these text-books should be prepared and placed upon the market in order to protect the

consumer, that is the parents and guardians who have to pay for them, an explanation may be necessary.

Text Book Policy.

Permit me to say then, that it is the policy of the Department—to control the preparation of all text-books—

(1) *As to matter and arrangement.*—Our school system consists of three departments organically connected; viz., the Public School, the High School, and the University. In sub-dividing this course it is necessary to consider how much should be allotted to each section. This should be done by text-books as well as by a programme of study. Now unless the Department controls the preparation of the text-books, the courses will overlap, and pupils will be required to pay for books containing much that is irrelevant to the course of study. As an illustration of the evil overcome under the present system, I may state that in every subject, the text-book prescribed contains the whole course, and as a rule the text-book follows the order in which the subjects should be taken up by the teachers. The matter is so classified that what is purely elementary is relegated to the Public School, and what is more complex to the High School. For instance, the Arithmetic now used in the High Schools discusses the whole subject of Arithmetic from simple addition to logarithms. About 100 pages are taken up with purely Public School work. Why should High School pupils be required to buy these pages when they are practically useless to them. A similar remark would apply to grammar and to other text books, particularly those used in the sciences. By controlling the preparation of text books all this may be avoided.

(2) *As to material and workmanship.*—All text-books should be printed in good type, strongly bound, and where required, beautifully illustrated. To get this at the lowest cost, more than ordinary business considerations were deemed necessary. There must be the power of an absolute veto somewhere on inferior work. This power the Department has, under the following clause of its agreement with the publishers, and this right applies to every text-book.

“In case serious defects are pointed out by the Minister of Education to the publisher in any edition of school text books, and in case such edition is condemned by the Minister of Education as unfit for use in the schools or for sale to the public, the condemned edition shall be withdrawn from sale for use in the Province of Ontario, and shall, if required by the Minister of Education, be delivered by the said publisher into the custody of the Education Department, unless an arrangement satisfactory to the Minister be made for culling out any defective portion or portions, or the matter is in some other way adjusted.

As the result of this control, our text books are equal to the best produced any where, and much more durable than those recently discarded. Of this we have practical proof in the Provincial Model Schools, where over 800 pupils are using them.

(3) *As to Price.*—The price of every text book is fixed by the Department after full consideration of the cost of paper, press-work, illustrations, binding and probable sale. Provision is also made, should it appear that the cost of production at any time after authorization has diminished, for referring the whole question of cost to arbitration, and thus give to the public the benefit of any reduction that can fairly be made in the selling

price. The following is the clause in the agreement with the publishers bearing upon this point :—

“And that in case the said Education Department shall at any time consider that the retail price heretofore mentioned of the said book should be reduced, the Minister of Education and said publisher may arrange, at the option of the Minister of Education, a reduced retail price and scale of discounts, or the Minister of Education shall appoint an arbitrator, the publisher shall appoint another, and the Chancellor of Ontario upon the application of the Minister of Education or the publisher, or the joint application of all parties hereto, shall appoint a third, and if it shall be deemed by the said arbitrators or any two of them that an excessive profit is being made by the said publisher upon the sale of the said book, the retail prices of the same shall be reduced to amounts which the said arbitrators or any two of them shall deem sufficient to yield a reasonable profit to the said parties.”

While only in a few instances has there been any material reduction in the prices of text books used in Public Schools, in the case of High School text books, the reduction is very striking, because two things were accomplished at the same time : (1) Each text book was adapted to the course of study for which it was designed ; and (2) it was made to cover, where possible, several sub-departments of the same subject, in each of which a different text book was formerly used. For instance, to meet the course prescribed for departmental examinations it was formerly necessary for the pupil to provide himself with the following text books :

| | |
|---|--------|
| <i>Reading.</i> —Fifth Reader..... | \$0 60 |
| Lewis' How to Read..... | 0 75 |
| Annotations..... | 0 50 |
| Total..... | \$1 85 |
| Text book required now for the same work : | |
| High School Reader..... | 0 60 |
| Saving to each pupil..... | \$1 25 |
| <i>Orthoëpy and Spelling.</i> —Text books required formerly : | |
| Ayres' Orthoëpist..... | \$1 00 |
| Companion to the Reader..... | 0 30 |
| Total..... | \$1 30 |
| Text book required now : | |
| High School Word book..... | 0 50 |
| Saving to each pupil..... | \$0 80 |
| <i>English Composition.</i> —Text book required formerly : | |
| Ayres' Verbalist..... | \$1 00 |
| Text book required now : | |
| Williams' Composition..... | 0 50 |
| Saving to each pupil..... | \$0 50 |
| <i>History.</i> —Text books required formerly : | |
| Edith Thompson's History of England..... | \$0 65 |
| Jeffers' History of Canada..... | 0 30 |
| Total..... | \$0 95 |

Text books required now:

Public School History of England and Canada.. \$0 35

Saving to each pupil.. : \$0 60

Geography.—Text books required formerly :

Lovell's Advanced Geography..... \$1 00

Geikie's Physical " 0 25

Total..... \$1 25

Text books required now:

High School Geography..... \$1 00

Saving to each pupil..... \$0 25

Arithmetic.—Text books required formerly:

Hamblin Smith's Arithmetic..... \$0 75

McLellan's & Kirkland's Exercises..... 0 75

Total..... \$1 50

Text book required after 1st Sept., 1888:

High School Arithmetic (with Exercises)..... \$0 50

Saving to each pupil..... \$1 00

Algebra:

Hamblin Smith's Elementary Algebra (most used). \$0 90

Text book required:

McLellan's or Birchard's Algebra..... \$0 75

Saving to each pupil..... \$0 15

Physics.—In this subject the authorized text books had fallen so far behind, that Gage's Physics (American edition) was very generally used, costing \$1.50. Now the same book, after being adapted to the new course, is sold for \$1, saving to each pupil 50 cents.

The Commercial Course.—Pupils who formerly took what is now the Commercial Course had to purchase text books which cost \$1.60. This is not necessary now, as the new Book-keeping covers the whole course at a cost of 65 cents. Summing up the saving then, on the work of the first form we have the following:—

| | 1883. | 1887. |
|-------------------------------------|---------------|--------------|
| Cost of text books in Reading | \$1 85 | \$0 60 |
| “ “ Orthoëpy and Spelling | 1 30 | 0 50 |
| “ “ English Composition | 1 00 | 0 50 |
| “ “ History | 0 95 | 0 35 |
| “ “ Geography | 1 25 | 1 00 |
| “ “ Arithmetic | 1 50 | 0 50 |
| “ “ Algebra | 0 90 | 0 75 |
| “ “ Physics | 1 50 | 1 00 |
| “ “ Botany | 1 25 | 1 00 |
| “ “ Commercial Course | 1 60 | 0 65 |
| | <hr/> \$13 10 | <hr/> \$6 85 |
| Total..... | | <hr/> \$6 25 |

The sum of \$6.25 per pupil multiplied by the number of pupils in the First Form amounts to \$46,824. This is now saved to the country on the first purchase of one year's supplies of text books for the First Form, under the Regulations of 1887.

In the higher forms of the High Schools the saving to the pupils is not the result of uniting sub-departments of a subject in one text book, but rather in the reduction of the price of the books authorized, as compared with their selling price before authorization. The following list contains the prices for which the text books named thereon were formerly sold, and their price when the authorized list was adopted in September, 1887.

| | Old Price. | Authorized list 1887. |
|---|---------------|--------------------------|
| Ayres Orthoëpist..... sold for | \$1 00 | \$0 35 |
| Ayres Verbalist..... | " 1 00 | 0 35 |
| High School Composition | " 0 60 | 0 50 |
| Structure of English Prose | " 1 75 | 1 00 |
| Schmitz History Greece and Rome | " 0 90 | 0 75 |
| Green's History | " 2 00 | 1 50 |
| Robertson's and Birchard's Algebra..... | " 1 00 | 0 75 |
| Todhunter's Advanced Algebra..... | " 2 50 | 1 75 |
| Todhunter's Trigonometry..... | " 0 90 | 0 65 |
| Hamblin Smith's " | " 1 25 | 0 75 |
| Harkness' Latin Grammar | " 1 50 | 1 00 |
| Allen and Greenough's " | " 1 50 | 1 00 |
| Leighton's First Steps in Latin..... | " 1 50 | 1 00 |
| Goodwin's Greek Grammar | " 2 25 | 1 25 |
| White's First Lessons in Greek..... | " 1 50 | 1 00 |
| De Fivas' Grammar..... | " 0 88 | 0 75 |
| Cassell's Lessons in French | " 0 90 | 0 65 |
| High School German Reader | " 1 00 | 0 75 |
| High School Physics | " 1 50 | 1 00 |
| High School Botany | " 1 25 | 1 00 |
| Book-keeping—Beatty and Clare | " 0 70 | 0 65 |
| McGuirl's Drawing..... | " 0 75 | 0 40 |
| | <hr/> \$28 13 | <hr/> \$18 80 |

For Training Schools the reduction has been as follows:—

| | Old Prices. | Authorized in 1887. |
|--------------------------------------|----------------|------------------------|
| Baldwin's School Management..... | \$1 50 | \$0 75 |
| Browning's Educational Theories..... | 0 90 | 0 80 |
| Fitch Lectures | 1 25 | 1 00 |
| | <hr/> \$3 65 | <hr/> \$2 55 |

(4) *As to the Distribution of the Privileges of Publication.*—Owing to circumstances fully explained in former statements the privilege of publishing the Public School Readers was limited under certain conditions to three firms for ten years. In regard to all the other text books, there is no such limitation. Any number of publishers may publish any or all of them, on the following conditions:—

4* (E).

"Provided always, however, that any other publisher shall have the right of publication at any time, by permission to be obtained from the Department of Education for Ontario, subject to a royalty of (usually ten) per cent. on the retail price, as at first issued or afterwards reduced, of each and every copy of said book as long as republished and subject to a proper allowance to cover cost of authorship and other necessary expenses in the preparation of the said books, to be settled as hereinafter provided, and to be paid to the publishers of the First Part, or at the option of the Department of Education for Ontario, a sum in gross may be paid in lieu of such royalty, and allowance and expenses, the amount of said allowance and expenses or sum in gross to be settled by the Minister of Education and the publisher of the first part; or at the option of the Minister of Education by three arbitrators, one of whom shall be appointed by the Minister of Education, one by the said party of the first part, and the third by the publisher desiring the said right of publication."

(5) *As to the authorship of text books.*—It is universally admitted that the practical teacher, who has grappled with the difficulties of presenting a subject to his class, who has studied the best mode of developing it and what illustrations make it most clear to his pupils, is in every respect the best person to prepare a text book. Next to the living teacher himself, the text book of the living teacher is the best help the pupil can receive. This was my own opinion years ago. When the late Dr. Ryerson revised the text book list in 1875, I took the liberty then as an inspector to congratulate him upon his announced intention of calling to his aid the practical teacher. My letter was as follows :

"NAPANEE, September, 10th, 1875.

"MY DEAR SIR :—I read your letter in this morning's *Mail* on my way to Ottawa. While not venturing an opinion on the general question in dispute, I would like to say that your suggestion about submitting text-books to a committee of teachers and inspectors for revision is, in my opinion, the *true one*. I would like very much that this suggestion of yours would prevail. Nothing would satisfy the teachers and inspectors so well. It would be both practical and popular, and you will get my cordial support, as well as all the assistance I can render you through the *Ontario Teacher* in carrying out that idea. Excuse me for troubling you, but I considered your plan so reasonable and so *good*, that I could not refrain from writing.

"Yours truly,

"GEO. W. ROSS,

"*Inspector, Div. No. 1, Lambton.*"

In the case of every book prepared under the direction of the Department, either for Public or High Schools, teachers and Inspectors were consulted; more than that, those who were known to have special qualifications in any department of work were sought for and their services obtained, so that now any teacher who uses an authorized text book may confidently follow its mode of dealing with the subject, inasmuch as that mode of treatment has the sanction of a practical teacher of acknowledged standing.

Of the five subjects which form the main portion of the Public School course, and in which nineteen separate text books were authorized, in 1883, only four were the product of Canadian teachers exclusively, viz : two Readers, one Arithmetic and a History of Canada. Now, with the exception of the subject of Temperance, every new text book authorized for use in our Public Schools, is the work of our own teachers. Out of the twenty-one subjects prescribed for High Schools, in 1883, text books by Canadian teachers were

prepared in five subjects, and in only three of the five were they used to any extent. Now we have text books by Canadian teachers in all but five subjects, viz : in Geometry, Trigonometry, Latin, Greek and French. In the county Model Schools all the text books are Canadian, formerly they were all foreign. In the Normal Schools, three out of six are Canadian, formerly all were foreign, and in the Training Institutes two out of eight are Canadian.

(6) *As to sentiment.*—Our text books should reflect Canadian sentiment. I believe that there is no better, and consequently I desire to see it pervade without obtrusiveness, all the literature placed in the hands of our school children. Our text books should have a nomenclature by which they could be recognized as our own, without looking to the title page to see by what country or Department of Education they were authorized. Wherever a suitable local reference or quotation can be found, it should be taken in preference to one from abroad. There is no good reason why our children should learn foreign names, incidentally even, to the exclusion of the names of places and things in their own country.

(7) *As to manufacture.*—The greater number of the text books used in our Public Schools have for many years been manufactured in Canada. On the list of authorized books for 1883 there were only six imported out of a total of 59 authorized. In 1887 every book added to the list was manufactured in Ontario. In the case of High Schools, the list of 1883 consisted of 147 authorized text books : of these 64 were Canadian, 2 imported in sheets and bound in Toronto, and 81 were imported already manufactured. Of the 35 new books added to the list in 1887, 23 are Canadian 7 imported in sheets and bound in Toronto, and only 5 imported already manufactured. The great object gained, apart from the employment of home labor, is the control which the Department has over the printing and binding of these text-books. In order that the quality of the workmanship may not deteriorate, each publisher "must submit to the Education Department sample copies of each and every edition of the book to be printed and published, for sale or use in the Province of Ontario, for the approval of such Department as to the mechanical execution of the press-work, binding and all other mechanical parts of the work, and that without such approval having been first had and obtained, no copy of any edition thereof shall be sold or disposed of for use in the said Province of Ontario. And furthermore, in order to avoid causing any loss to the said publisher arising from, or liable to arise from, any edition of the said book not being approved of by the Education Department, owing to any serious defect or defects in any edition, and on that account condemned by the Education Department, and forbidden to be sold or issued to the schools or to the public, and also to more effectually protect the public, the said publisher shall submit a cause to be submitted to the Education Department for examination, sample sheets of the different forms of the book about to be printed, and specimens of the ink, paper, mill-board, strawboard, cloth, mull, tapes, and other material proposed to be used by said publisher in the printing and construction of the said book, together with a statement of the prices, weight, size, and other particulars necessary to judge of the relative quality of the different materials used or proposed to be used ; and the approval of the Education Department shall, before any work is proceeded with, be obtained in regard to the quality of the printing, and of the paper, and other material proposed to be used. And furthermore, after sanction has been given to the using of such material, or of such printing, presswork and binding, two sample copies at least of the book shall be submitted by said publisher bound and finished in all respects *as proposed to be issued* by the said publisher, and that without such approval first had and obtained, no work in regard to

binding said book shall be proceeded with ; and no departure from the specification shall be made without the sanction of the Education Department. And no copy of the said book which does not in all particulars comply with the provisions in regard to paper, presswork, typography, ink and binding shall be sold or disposed of for use in the Province of Ontario."

(8) *As to the copyright of authorized text books.*—This is now absolutely controlled so far as Public schools are concerned, and conditionally in the case of High schools. The Department can therefore prevent alterations in, or additions to the text. Such additions are often a source of loss to the trade as well as annoying to teachers and pupils.

(9) *As to changes by teachers*—By the Act of last session High School trustees were empowered, for the first time in their history, to prevent all capricious changes in the use of text books. Section 61 of the High School Act of 1886 reads :—

61. "Any authorized text book in actual use in any High School may be changed by the teacher of such school for any other authorized text book in the same subject on the written approval of the trustees, provided always such change is made at the beginning of a school term, and at least six months after such approval has been given." 50 V. c. 40, s. 9. And by the Order in Council, under which new books were placed upon the authorized list, it is provided that any book in use at the date of the Order, may continue to be used in such school by order of the trustees. That is to say, NO TEXT BOOK CAN BE CHANGED IF THE TRUSTEES DECIDE TO THE CONTRARY.

The books added to the new authorized list are the best known to the Department of the subjects to which they relate. It would be a pity if they were not introduced into every school without unnecessary delay. Still, so important is it that parents should not be put to expense and the local trade disturbed, that it was considered safest to leave the ultimate power of making changes with the Boards of Trustees. The only duty devolving upon the Department in the matter was to authorize such text books as are suitable, leaving to the local authorities to make such a choice as their judgment might suggest.

10. *As to the number of text books.* The policy in regard to the public schools is to have one, and only one text book in each subject, and to revise such text book at reasonable intervals, but not oftener than once in 8 or 10 years. By this system, the quality of the book may be kept up to the highest standard and much money saved to the purchasers and the country generally. In the case of High Schools, for reasons well known to every teacher of advanced subjects, a wider range of selection is desirable.

5. RELIGIOUS INSTRUCTION.

The elementary school system of Ontario consists of three sections, viz., (1) Public Schools, which are non-denominational, and number 5,204 ; (2) Roman Catholic Separate Schools, which number 224 ; (3) Protestant Separate Schools, which are supported by Protestants only, and which number 7 ; (4) Colored Separate Schools, which number 2. The Public School system of the Province was first established on a non-sectarian basis, but in 1841, an Act was passed, recognizing the principle of Separate Schools for both Roman Catholics and Protestants, and notwithstanding repeated amendments since that time, the distinctive non-denominational character of the one and the distinctive religious or sectarian character of the other, has been strictly maintained.

ined. In the provision made for Separate Schools for Roman Catholics and Protestants in 1841, the object was clearly to allow religious instruction, suited to the different creeds of each, to be given outside the Common School system of the Province; that is to say, the Common Schools were still to be non-denominational, while the Separate Schools, whether Catholic or Protestant, were to be the reverse. The words of the Act are:—

“And be it enacted, that whenever any number of the inhabitants of any township or parish professing a religious faith different from that of the majority of the inhabitants of such township or parish, shall dissent from the regulations, arrangements, or proceedings of the Common School Commissioners with reference to any Common School in such township or parish, it shall be lawful for the inhabitants so dissenting, collectively to signify such dissent in writing to the Clerk of the District Council, with the name or names of one or more persons elected by them as their trustee or trustees, for the purposes of this Act; and the said District Clerk shall forthwith furnish a certified copy thereof to the District Treasurer; and it shall be lawful for such dissenting inhabitants, by and through such trustee or trustees, who for that purpose shall hold and exercise all the rights, powers and authorities, and be subject to the obligations and liabilities hereinbefore assigned to and imposed upon the Common School Commissioners, to establish and maintain one or more Common Schools in the manner, and subject to the visitation, conditions, rules and obligations in this Act provided with reference to other Common Schools, and to receive from the District Treasurer their due proportion, according to their number, of the moneys appropriated by law, and raised by assessment for the support of Common Schools, in the school district or districts in which the said inhabitants reside, in the same manner as if the Common Schools, so to be established and maintained under such trustee or trustees, were established and maintained under the said Common School Commissioners.”

From this it is evident that if the Common School was not Catholic enough for the Catholic, or Protestant enough for the Protestant, each had the right, under certain circumstances, to establish schools with those denominational characteristics which was desired, and which could not be engrafted upon the Common School system. What reason would there be for establishing Separate Schools, either Protestant or Catholic, if the Public School was not undenominational and non-sectarian? The Education Department has always recognized, and does still, that “Christianity is the basis of our school system, and therefore its principles should pervade it throughout.” But that recognition does not involve the duty of propagating Christianity according to any denominational form or service. As Dr. Ryerson very pointedly expressed it (see correspondence, 1855), “all theories which transfer to the schoolmaster, between the hours of nine o’clock in the morning and four in the afternoon, during five days in the week, the obligations which the Holy Scriptures, the primitive ages of the Christian Church, and the constitution of all religious persuasions enjoin upon parents and clergy, must be unbound and vicious in principle and immoral in tendency. All theories which make the State the servant of the Church, are, as all history demonstrates, degrading to the former and corrupting to the latter.” The position of the State in religious matters is more passive than positive. That is, it must not, while protecting every denomination in the free exercise of its rights, attempt to propagate the distinctive views of any, nor even allow its officers or any organization which it controls, to be used for such purposes. At the same time, there is no reason why the State should not allow every denomination to impart such religious instruction to its own children as it chooses, provided the State pays no part of the cost, nor binds anyone to attend upon such instruction. On these lines the

Education Department is willing to aid in the promotion of religious instruction to the utmost limit. Whatever sanction may be required to stamp our Public Schools as Christian in the broadest sense of the term, that the Department has always been willing to give, but nothing more. As a matter of administration it is impossible to go further without running the risk of destroying their undenominational character altogether. That I have no intention of doing or sanctioning.

Religious Instruction in the other Provinces.

The position of this question in the other Provinces of the Dominion may not be unworthy of attention. In order to place the matter in its simplest form, I shall classify the school systems of the Provinces according to their characteristics with reference to religious instruction :—

1. The purely undenominational, as British Columbia, Nova Scotia, New Brunswick and Prince Edward Island.
2. The dual, that is, organically Protestant and Roman Catholic, as Manitoba and Quebec.
3. The organically undenominational, but in which Separate Schools are conceded for Protestants and Catholics within certain limitations, as Ontario.

In the first four, that is, the purely undenominational, the legislation in regard to religious instruction is as follows :—

British Columbia.

In British Columbia the following section of the Public Schools' Act of 1885, governs: "All Public Schools established under the provisions of this Act shall be conducted on strictly secular and non-sectarian principles. The highest morality shall be inculcated, but no religious creed or dogma shall be taught. All persons interested in education shall be school visitors."

Nova Scotia.

In Nova Scotia where a purely non-sectarian system of education exists, the following is the only deliverance of the Council of Public Instruction, referring to religious instruction: "While the law does not sanction the teaching in our public schools of the peculiar views which characterize the different denominations of Christians, it does instruct the teacher to inculcate by precept and example a respect for religion and the principles of Christian morality. To the Trustees the people must look to see their desires in this respect, so far as is consonant with the spirit of the law, carried into effect by the teacher."

"In case where the parents or guardians of children in actual attendance on any public school, or department, signify in writing to the Trustees their conscientious objection to any portion of such devotional exercises as may be conducted therein under the sanction of the Trustees, such devotional exercises shall either be so modified as not to offend the religious feelings of those so objecting, or shall be held immediately before the time fixed for the opening or after the time fixed for the close of the daily work of the school; and no children, whose parents or guardians signify conscientious objections thereto, shall be required to be present during such devotional exercises."

New Brunswick.

In New Brunswick it is provided by section 121 of the School Act of 1874 that "all schools conducted under the provisions of the School Act shall be non-sectarian." Regulations 21 and 22 of the Council of Public Instruction provide that

"21. It shall be the privilege of every Teacher to open and close the daily exercises of the school by reading a portion of Scripture (out of the common or Douay version, as he may prefer), and by offering the Lord's prayer. Any other prayer may be used by permission of the Board of Trustees. But no Teacher shall compel any pupil to be present at these exercises against the wish of his parent or guardian expressed in writing to the Board of Trustees.

"22. It shall be the duty of each and every Teacher:—

"(1) To maintain a deportment becoming his position as an educator of the young; and to strive diligently to have exemplified in the intercourse and conduct of the pupils throughout the school, the principles of Christian morality. To this end it shall be his duty to give instruction to the school, as occasion may require, concerning such moral actions and habits as the following:—

Love and Hatred; Obedience, willing and forced; Truth and falsehood, dissimulation; Selfishness and self-denial; Gentleness and cruelty; Courtesy; Cleanliness; Loyalty and love of country; Generosity and covetousness; Order and Punctuality; Perseverance; Forgiveness of injuries; Patience; Justice; Self-control; Contentment; Industry and Indulgence; Respect for the aged; Self-conceit; Destructiveness; Tale-telling—when right and wrong; Forbearance and sympathy, due to misfortune and deformity.

"(2) While employed in the discharge of school duties, not to make use of any religious catechism, nor to interfere, or permit interference, on the part of others, with the religious tenets of any pupil."

Prince Edward Island.

In Prince Edward Island the only provision made for religious instruction is contained in section 92 of the Act of 1882, and is as follows:—

"92. All schools conducted under the provisions of this Act shall be non-sectarian, and the Bible may be read in all such schools, and is hereby authorized, and the teachers are hereby required to open the school on each school day with the reading of the Sacred Scriptures by those children whose parents or guardians desire it, without comment, explanation or remark thereupon by the teachers; but no children shall be required to attend during such reading as aforesaid, unless desired by their parents or guardians."

Quebec.

In the Province of Quebec it is taken for granted (so I am officially informed by the Department of Public Instruction,) that "The education to be given is based on religious teaching. In Roman Catholic Schools the Roman Catholic catechism is taught; in Protestant schools the Bible is a text-book; Scripture history is taught as in Maclear's Text-book and the schools are opened with the reading of Scriptures and prayer. In mixed schools religious instruction is sometimes omitted, but it is generally given in accordance with the views of the majority, the children of the minority being

exempted from attendance." The only section of the School Act bearing on the question is sub-section 2, section 65, cap. XV., C.L.O. "The curé, priest, or officiating minister, shall have the exclusive right of selecting the books having reference to religion and morals for the use of schools for children of his own religious faith."

Manitoba.

In Manitoba the schools are sub-divided, as in Quebec, into Protestant and Roman Catholic sections, and each exercises a similar right in regard to religious instruction. The regulations of October 11th, 1887, for the Protestant section are as follows:—

"1. Every school established and in operation under the authority of the Protestant Section of the Board of Education for Manitoba, shall be opened and closed daily with prayer and the reading of a portion of the Scriptures; and it shall be the duty of the teacher of each school to allot a suitable portion of each school session to this exercise and to conduct the same as herein directed.

"2. The Bible shall be used as a text-book in the Protestant Schools of Manitoba. A supply for use in each school may be obtained by the trustees; otherwise each pupil from Standard Three upward shall be required to provide himself with a Bible, in addition to his other text-books.

"3 The selections for reading shall always include one or more of the lessons in the authorized list given herewith; but any other selection from Scripture may, in the discretion of the teacher, be read in connection with them.

"4. The Scripture Lesson in each school shall follow the opening prayer, and shall occupy not more than fifteen minutes daily. Until notes and questions are provided under the authority of the Board, the readings shall not be accompanied by comment or explanation.

"5. It shall be the duty of the teacher of each school to instruct his pupils, from Standard Three upwards, in the Ten Commandments and the Apostles' Creed, so that they may be able to repeat them from memory; and to devote one-half hour weekly to this exercise and to the giving of such instruction in manners and morals as he may find practicable."

Forms of prayer similar to those used in Ontario are also prescribed.

Ontario.

The history of religious instruction in Ontario extends over a very long period of time. The first reference to the question is to be found in the recommendations of the Provincial Board of Upper Canada in 1816, which were as follows:—

"1. That the labors of the day commence with prayer.

"2. That they conclude with rendering publicly and solemnly a few verses of the New Testament, proceeding regularly through the Gospels.

"3. That the forenoon of each Saturday be devoted to religious instruction."

Commenting on these regulations in 1855 Dr. Ryerson said:—

"In those days there was nothing whatever in the school law on the subject of religious exercises and instruction, about which some persons talk so much now-a-days; the most intemperate and vicious characters were employed as teachers; there was no provision to give effect to the above recommendations, or to even put them in the hands of school trustees; they were scarcely known, if known at all, beyond the columns of one or two of the few evening newspapers that were then published; no steps whatever were taken to enforce them; and every person acquainted with the state and character of the

schools of these times, knows that in not one out of ten, if in one out of twenty, were there daily prayers and scripture reading, or religious instruction of any kind, and that where anything of the kind was practised, it was done at the option of the trustees and teacher of the school. Let any one compare the above quoted recommendations, with the existing regulations and recommendations on the subject, and he cannot fail to be impressed with the gross inconsistency of those who, though the architects and advocates of the former, are the assailants of the latter, as essentially defective and even irreligious! Perhaps a more remarkable example of blind partizanship could hardly be selected—an example, I believe, little approved of, or its spirit little participated in, by any considerable portion of the community.”

By the minutes of the Board of Education for Upper Canada, on the 27th of October, 1846, the Right Rev. Bishop Power being Chairman, it appears that the Irish National series of books was recommended, among which were Scripture Lessons in four books, two from the Old Testament and two from the New; also, a book of Sacred Poetry and another of Lessons on the Truth of Christianity.

The next reference is in 1850. The fourteenth section of the School Act of that year—a section which has been continued ever since—is as follows:—

“That in any Model or Common Schools established under this Act, no child shall be required to read or study in or from any religious book, or to join in any exercise of devotion or religion which shall be objected to by his or her parents or guardians: Provided always, that within this limitation, pupils shall be allowed to receive such religious instruction as their parents or guardians shall desire, according to the general regulations which shall be provided according to law.”

As expository of these sections, the Council of Public Instruction on the 3rd of October the same year, adopted the following regulations, which were recommendatory also:—

“In this section of the Act, the principle of religious instruction in the schools is recognized, the restriction within which it is to be given is stated, and the exclusive right of each parent and guardian on the subject is secured, without any interposition from trustees, superintendents, or the Government itself.

“The common school being a day, and not a boarding school, rules arising from domestic relations and duties are not required; and as the pupils are under the care of their parents and guardians on Sabbaths, no regulations are called for in respect to their attendance at public worship.

“In regard to the nature and extent of the daily religious exercises of the school, and the special religious instruction given to pupils, the Council of Public Instruction for Upper Canada makes the following regulations and recommendations:—

“1. The public religious exercises of each school shall be a matter of mutual voluntary arrangement between the trustees and teacher; and it shall be a matter of mutual voluntary arrangement between the teacher and the parent or guardian of each pupil, as to whether he shall hear such pupil recite from the Scriptures or catechism, or other summary of religious doctrine and duty of the persuasion of such parent or guardian. Such recitations, however, are not to interfere with the regular exercises of the school.

“2. But the principles of religion and morality should be inculcated upon all the pupils of the school. What the Commissioners of National Education in Ireland state as existing in schools under their charge, should characterize the instruction given in each school in Upper Canada. The Commissioners state that ‘in the national schools the importance of religion is constantly impressed upon the minds of children through works calculated to promote good principles and fill the heart with love for religion, but which

are so compiled as not to clash with the doctrines of any particular class of Christians.' In each school the teacher should exert his best endeavors, both by example and precept, to impress upon the minds of all children and youth committed to his care and instruction, the principles of piety, justice, and a sacred regard to truth; love of their country; humanity and universal benevolence; sobriety, industry, frugality, chastity, moderation, temperance, and those other virtues which are the ornament of society and on which a free constitution of government is founded; and it is the duty of each teacher to endeavor to lead his pupils, as their ages and capacities will admit, into a clear understanding of the tendency of the above mentioned virtues, in order to preserve and perfect the blessings of law and liberty, as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices."

On the 13th of February, 1855, these regulations were modified as follows:—

"With a view to secure the Divine blessing, and impress upon the pupils the importance of religious duties, and their entire dependence on their Maker, the Council of Public Instruction recommends that the daily exercises of each common school be opened and closed by reading a portion of Scripture and by prayer. The Lord's prayer alone, or forms of prayer provided, may be used, or any other prayer preferred by the trustees and master of each school. But the Lord's prayer should form a part of the opening exercises; and the Ten Commandments be taught to all the pupils, and be repeated at least once a week. But no pupil shall be compelled to be present at these exercises against the wish of his parent or guardian, expressed in writing to the master of the school."

On the 22nd of April, 1857, the following regulation was added:—

"That in order to correct misapprehensions, and define more clearly the rights and duties of trustees and other parties in regard to religious instruction in connection with the Common schools, it is decided by the Council of Public Instruction, that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own Church, in each Common School house, at least once a week, after the hour of four o'clock in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school house, the trustees shall decide on what day of the week the school house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the trustees and clergymen of any denomination to agree upon any other hour of the day at which such clergyman or his authorized representative may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

In the Compendium of the School Act of 1878, the regulations again appear in the following form:—

1. "As Christianity is recognized by common consent throughout this Province as an essential element of education, it ought to pervade all the regulations for elementary instruction.

2. "In the *Public Schools' Act*, the principle of religious instruction in the schools is recognized, the restrictions under which it is to be given are stated, and the right of each parent or guardian on the subject is secured. (Rev. Stat., c. 204, ss. 9 & 10).

3. "The Public School being a *day*, and not a *boarding* school, rules arising from domestic relations and duties are not required, and as the pupils are under the care of their parents and guardians on Sunday, no regulations are called for in respect to their attendance at public worship.

4. "The Department recommends that the daily work of each Public School be opened and closed by reading a portion of Scripture, and by prayer. The Lord's Prayer alone, or the form of prayer to be found in Appendix K, may be used, or any other prayer preferred by the school board or trustees and master of each school. The Lord's Prayer should form part of the opening prayers, and the Ten Commandments should be taught to all the pupils, and repeated at least once a week. Any portion of Scripture shall be

read without comment or explanation. No pupil shall be compelled to take part in these religious exercises against the wish of his parent or guardian, expressed in writing to the master of the school.

5. "In order to correct misapprehension, and define more clearly the rights and duties of School Boards trustees and others in regard to religious instruction in connection with the Public Schools, it is decided by the Department that the clergy of any persuasion, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house at least once a week, after the hour of closing of the school in the afternoon; and if the clergy of more than one persuasion apply to give religious instruction in the same school-house, the School Board or trustees shall decide on what day of the week the school-house shall be at the disposal of the clergyman of each persuasion, at the time above stated. But it shall be lawful for the School Board or trustees and clergymen of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school.

Now, it will be observed, that any form of religious instruction up to this point was purely recommendatory. The reading of the Scriptures or any form of devotional exercise was optional. It is gratifying, however, to notice that while the Scriptures alone were read in 254 schools in 1885, 4,501 schools opened or closed with prayer, and that 2,822 schools both opened or closed with prayer and read the Scriptures. In regard to Roman Catholic and Protestant Separate Schools the Regulations were silent. They were not even recommended to conform to any kind of religious exercise or to give any religious instruction. No doubt it was assumed that in their case, at least this feature of their curriculum would not be overlooked.

Character of Public Schools.

With the increase of Separate Schools for Roman Catholics and with the privilege which followed, because of their very nature, to give such religious instruction as their supporters desired, an agitation arose in favor of increased religious instruction in the Public Schools. It was alleged, and is alleged now, that the Public Schools of Ontario are Protestant Schools, if not in each individual case, yet in the majority of cases, and that there is therefore no reason why they should not have the same privilege in regard to religious instruction as Roman Catholic Separate Schools,—overlooking the fact that it is with Protestant Separate Schools the comparison should be made. But even dismissing the question of equality of power, let me enquire (1) Are the Public Schools Protestant Schools in any sense of the term, or do they stand upon even a broader basis? It will be admitted, that to educate all its citizens, so that they may be able to read the laws by which they are governed, is the duty of every free state. That duty *per se* does not necessarily involve religious instruction of any kind; but knowing, as we do in Ontario, that the duties of citizenship are best discharged by those whose moral perceptions are most active, we seek "to pervade our school system with the principles of our common Christianity." For this reason we require (1) That the appointments of the school house should be such as to promote morality (Reg. 1 (5)). (2) that every teacher should be possessed of an unimpeachable moral character, (Section 159). (3) That all text books should not only be free from every taint of impurity, but should be elevating and refining in their tone. (4) That pupils (Reg. 7 (4)) should be diligent, truthful,

honest, kind, courteous, respectful, and obedient, and (Reg. 1 (6) that any pupil guilty of using profane or improper language, or who should be charged with general bad conduct injurious to the moral tone of the school, or of writing any obscene words on the fences, water closets, etc., should be suspended, and (Reg. 7), (9) that any pupil adjudged so refractory by the trustees that his presence in the school would be injurious to the rest of the pupils should be expelled. Moreover, every teacher is required (Reg. 12 (6) :—

(6) “To practise such discipline in his school as would be exercised by a kind, firm, and judicious parent ; to reprove with tenderness and becoming deliberation ; to aim at governing his pupils through their affections and reason rather than by force ; to encourage them to cultivate kindly and affectionate feelings towards one another, respect for one another’s rights, politeness in and out of school, honesty, truthfulness, the practice of correct habits, and obedience to all persons in authority over them ; and to discountenance quarrelling, cruelty to animals, and the use of profane and improper language.”

Duty of the State.

There are general rules of moral conduct, which may not in the strict sense of the term be called religious duties, but which nevertheless are essential to every form of the Christian religion. It was held, however, by many supporters of the Public Schools that this was not enough, that the State should do more than make regulations and *recommend* religious instruction,—that it should *positively*, not *passively*, lend itself to the task of teaching children the doctrines of the Bible, and for this purpose the teachers employed in the State Schools should be directed to give formal religious instruction. It was not enough that in 3,136 schools the recommendation of the Department was acted upon voluntarily. The law should be mandatory, due allowance being made for conscientious scruples. To this demand the Department yielded to a certain extent, and in 1884 the Department adopted certain selections from the Sacred Scriptures from which daily lessons were to be read by the teacher to his pupils. Forms of Prayer were also approved, and the use of both made obligatory, subject to the following regulations which were approved, December 16th, 1884:—

249. “Every Public and High School shall be opened with the Lord’s Prayer, and closed with the reading of the Scriptures and the Lord’s Prayer, or the prayer sanctioned by the Department of Education.

250. The portions of Scripture used shall be taken from selections authorized for that purpose, by the Department of Education, and shall be read without comment or explanation.

251. Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the Trustees to that effect in writing.

252. No pupil shall be required to take part in the exercises above referred to against the wish of his parent or guardian, expressed in writing to the master of the school.

253. When required by the Trustees, the Ten Commandments shall be repeated at least once a week.

254. The Trustees shall place a copy of the authorized Readings in each department of the Public and High Schools under their jurisdiction, within one year from the date hereof.

255. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school-house at least once a week, after the hour of closing of the school in the afternoon ; and if the clergy of more than one denomination apply to give religious instruction in the same school-house, the School Board or Trustees shall decide on what day of the week the

school-house shall be at the disposal of the clergyman of each denomination, at the time above stated. But it shall be lawful for the School Board or Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

Now, it is to be observed, that in adopting these regulations the Education Department took an advanced position in the matter of religious instruction. As so many schools voluntarily agreed to read the Scriptures, and to begin the labors of the day with devotional exercises, it was considered quite reasonable to assume that they would not object to be placed under an *obligation* to do this much at least. Doubts, however, arose in the minds of some, as to the intentions of the Department, and instead of calmly and fairly considering how far the new regulations might serve the purpose for which they were designed, the Department was censured as if it had reduced instead of increased the extent of the religious instruction previously sanctioned. During the last session of the Provincial Legislature, on my motion to take the third reading of the Bill respecting the Education Department, Mr. Meredith moved in amendment, seconded by Mr. Creighton, "That the Bill be not now read a third time, but that the same be forthwith referred back to a Committee of the Whole House with instructions to add thereto the following sections:—

"2. All Regulations of the Education Department relating to the subject of Religious Instruction in the Public and High Schools are hereby repealed.

"3. Every Public and High School shall be opened with the Lord's Prayer and the reading of the Holy Scriptures, and shall be closed with the Lord's Prayer, or the prayer, the form of which appears in the present regulations.

"4. If the Trustees see fit, they may direct that the reading of the Holy Scriptures shall take place in closing, instead of in opening the school, and they may prescribe the portions of Holy Scriptures to be read on each or any day.

"5. No pupil shall be required to take part in the exercises referred to in the third and fourth sections of this Act against the wishes of his parent or guardian expressed in writing to the master of the school.

"6. When required by the Trustees, the Ten Commandments shall be repeated at least twice a week.

"7. The Trustees shall place a copy of the Holy Scriptures in each Department of the Public and High Schools under their jurisdiction.

"8. Where a teacher claims to have conscientious scruples against opening and closing the school as herein provided, he shall notify the Trustees to that effect in writing.

"9. The portions of the Holy Scriptures read shall be read without comment or explanation.

"10. The clergymen of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own denomination in each school house at least once a week after the hour of closing of the school in the afternoon, and, if the clergymen of more than one denomination apply to give religious instruction in the same school house, the Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination at the time hereinafter mentioned, but, it shall be lawful for the Trustees and the clergyman of any denomination to agree upon any hour of the day at which a clergyman or his authorized representative may give religious instruction to the pupils of his own denomination, provided it be not during the regular hours of the school; the clergymen of several denominations may unite in giving religious instruction to the pupils of all such denomination."

The views of the Education Department were embodied in a motion containing the following Regulations, and were approved by the House by a majority of 21 on the 22nd day of April, 1887.

249. "Every Public and High School shall be opened with the Lord's Prayer and closed with the reading of the Scriptures and the Lord's Prayer, or the prayer authorized by the Department of Education.

250. The Scriptures shall be read daily and systematically without comment or explanation, and the portions used may be taken from the book of selections adopted by the Department for that purpose, or from the Bible, as the Trustees, by resolution may direct.

251. Trustees may also order the reading of the Bible or the authorized Scripture Selections by both pupils and teachers at the opening and closing of the school, and the repeating of the Ten Commandments at least once a week.

252. No pupil shall be required to take part in any religious exercise objected to by his parents or guardians, and in order to the observance of this regulation, the teacher, before commencing a religious exercise, is to allow a short interval to elapse, during which the children of Roman Catholics, and of others who have signified their objection, may retire.

253. If, in virtue of the right to be absent from the religious exercises, any pupil does not enter the school room till fifteen minutes after the proper time for opening the school in the forenoon, such absence shall not be treated as an offence against the rules of the school.

254. When a teacher claims to have conscientious scruples in regard to opening or closing the school as herein prescribed, he shall notify the Trustees to that effect in writing, and it shall be the duty of the Trustees to make such provision in the premises as they may deem expedient.

255. The clergy of any denomination, or their authorized representatives, shall have the right to give religious instruction to the pupils of their own church, in each school house, at least once a week, after the hour of closing the school in the afternoon; and if the clergy of more than one denomination apply to give religious instruction in the same school house, the School Board or Trustees shall decide on what day of the week the school house shall be at the disposal of the clergymen of each denomination, at the time above stated. But it shall be lawful for the School Board or Trustees and clergyman of any denomination to agree upon any hour of the day at which a clergyman, or his authorized representative, may give religious instruction to the pupils of his own church, provided it be not during the regular hours of the school."

New Scripture Selections.

In order to facilitate the carrying out of these regulations, and to remove, if possible, some of the objections taken to the Selections adopted by the Department in 1884, it was deemed expedient to submit them to a Committee for revision. Accordingly on the 5th day of September, 1887, I invited the persons formerly appointed by the different religious bodies to revise the first volume authorized, to consider whether they could render it still more useful and acceptable by a second revision. In response to my invitation, with one exception, they cordially undertook the task assigned them, and on the 21st day of December, 1887, submitted their report, which was approved and confirmed by the Department on the 26th day of January, 1888. The report was as follows:—

The undersigned have the honor to submit for the approval of the Education Department the accompanying Selections from the Sacred Scriptures, for use in the Public and High Schools of the Province, in the earnest hope that they may be found helpful in imbuing the minds of our youth with the great truths of the Christian Faith.

(Sgd.) WM. CAVEN, D.D., Chairman.
 SAMUEL J. BODDY, M.A.
 C. W. E. BODY, M.A., D.C.L.
 JOHN BURTON, B.D.
 JNO. H. CASTLE, D.D.
 E. HARTLEY DEWART, D.D.
 A. SUTHERLAND, D.D.
 HAMILTON CASSELS, B.A.

Committee Room, The Library,
 Education Department, December 21st, 1887.

Changes Made.

The principal changes made by the Committee are :—(1) Each lesson contains a continuous selection from the Bible, and its place in the text is indicated by chapter and verse. (2) The historical portions of the Bible are given with greater fulness. (3) The selections are so tabulated that a list, indicating their place in the Bible, may be conveniently published in separate form.

The Revised Regulations.

Turning next to the revised regulations, I desire to point out briefly what can be accomplished under them. (1) They make the opening and closing of the schools, by devotional exercises and the reading of the Scriptures obligatory. Since the founding of our school system such exercises were merely recommendatory ; that is to say, the policy of the Department is now positive, not passive. (2) They secure the daily and systematic reading of the Scriptures. In 1884, before the new regulations were passed, the Bible was read in 3,136 schools ; in 1886 the authorized Scripture Readings were read in 4,684 schools. (3) They guarantee that the religious exercises enjoined shall not be made the means of encroaching upon the denominational rights of any pupil, as the Scriptures are to be read without “comment or explanation.” I am aware that in some quarters a desire is expressed that the teacher should be allowed to make such comments and explanations as may be deemed necessary to enable the pupil better to understand the lesson read. But if comments and explanations are allowed at all, what security would there be as to their limits ? I do not say that the teachers would intentionally thrust their peculiar denominational views upon their pupils, but would it be possible to explain or comment upon hundreds of points which the teacher might very properly, if allowed, consider himself called upon to explain, without giving his remarks a denominational tinge. Almost all creeds and sects in Ontario claim to find in the Bible indisputable proof of their own orthodoxy. Explanations then, particularly by inexperienced teachers, would be very unsafe. But it is said again, why not allow the historical parts of the Bible to be taught and explained as other history is taught and explained. Simply because Bible history is not like other history ; it is doctrinal, as well as historical. To teach it for the purpose of conveying religious instruction, it must be taught from a religious standpoint, otherwise its true purpose or aim would be ignored, and all such teaching would be illusory, if not worse. The line cannot be drawn at history.

Reasons for Limitation.

But there are other grounds for this limitation: (1) It would involve special training for this purpose. Teachers are now taught thoroughly every subject on the school programme, examined as to their knowledge of these subjects, and also trained how to teach them. If they are to teach religion from the Bible or any other book, is it to be done with less preparation than is given to the manner of teaching the multiplication table? The importance attached to it by those who urge its introduction to our schools would not justify the Department in allowing its being a textual subject, without subjecting all teachers to a thorough course of exegesis. If the greatest divines, after years of hard study, find difficulties in explaining the Scriptures, we should hesitate before asking the teacher of eighteen or twenty years of age to assume such responsibility. (2) It would involve a change in the whole educational machinery of the Province. A curriculum in religious instruction would have to be provided, text-books prescribed, and the orthodoxy of every teacher tested by persons appointed for this purpose. Who would be equal to the task of doing this to the satisfaction of the various denominations? (3) A regular system of examinations would have to be organized, and the qualifications of the examiners appointed for this purpose would have to be determined according to their religious attainments. If the examiners were all of one creed they might reject candidates who answered questions according to the tenets of another creed. In fact, the whole power of the State could be used by the politico-religious party directing the educational legislation of the country, for the time being, to build up one creed or to crush another. (4) Our schools are supported by persons of all creeds. Would it be possible for the teacher to "explain" without offending some of them? If he has the right of exposition at all, he must exercise it conscientiously, otherwise he would either act the hypocrite or sink his manhood in order to maintain the law. No other law imposes such an obligation upon any citizen; why upon the teacher? (5) Has the State any interest in the denominational differences which divide its citizens? If not, should it legislate so as to aggravate them, even indirectly? (6) Would not this privilege actuate trustees to appoint teachers for other reasons than because of their literary attainments and character? Would the denominational element in the choice, should it arise, add to the usefulness of the profession? (7) Would there not be the further danger that the election of trustees would be affected by the denominational complexion of the school section, and that the majority would take care to be represented on the Board, in order, not that the best teacher should be employed, but that the teacher of their own sect should be employed? (8) Is there any danger impending, or is the moral tone of Ontario any lower than that of other countries, where religious instruction, according to creeds, is part of the system of education? Do we not fix for ourselves limitations enough in regard to all our public duties, without imperiling the great work of national education by any sectarian bias? Do not our children become "told off" soon enough into their respective *isms* and *castes* and *parties*, without any fostering care or legal forethought? Surely national prosperity does not depend upon the religious or sectarian classification of our children in the Public School. As Dr. Ryerson has said in the correspondence already referred to, "The demand to make the teacher do the canonical work of the clergyman is

as impolitic as it is selfish. Economy, as well as patriotism, requires that the schools established for all should be open to all upon equal terms, and upon principles common to all, leaving to each religious persuasion the performance of its own recognized and appropriate duties in the teaching of its own catechism to its own children. Surely it is not the province of the Government to usurp the religious functions of the religious persuasions of the country." I am persuaded that the religious interests of youth will be much more effectually cared for and advanced, by insisting that each religious persuasion shall fulfil its acknowledged rules and obligations for the instruction of its own youth, than by any attempt to convert for that purpose the common day schools into denominational ones, and thus legislate for the neglect of duty on the part of pastors and parents of the different religious persuasions. The common day school and its teacher ought not to be burthened with duties which belong to the pastor, the parent and the Church. The education of the youth of the country consists not merely of what is taught in the day school, but also what is taught at home by the parents, and in the church by the pastor. And if the religious part of the education of youth is, in any instance, neglected or defective, the blame rests with the pastors and parents concerned, who, by such neglect, have violated their own religious canons or rules, as well as the express commands of the Holy Scriptures. In all such cases pastors and parents are the responsible, as well as guilty parties, and not the teacher of the common school, nor the common school system.

Scope of the Regulations.

By regulation 202 the teacher is authorized to teach the fundamental principles of our laws as well as our religion, and by regulations 203-5, the conscientious scruples of pupil and teacher are fully protected. Regulation 206 authorizes the trustees and clergy to arrange for religious instruction at such times as the pupils are not engaged in the ordinary work of the school. By this means, while the State does not assume any responsibility in regard to the religious instruction imparted, it recognizes, as it ought to do, the importance of religious instruction, by affording facilities for those who are specially qualified to give it. Reading this regulation closely, it will be seen that it provides (1) for religious instruction by the clergy of all denominations, or their authorized representatives. If the clergy, as they allege, are too much occupied with other duties to undertake this also, they may authorize some person to act for them. (2) This privilege is open to the clergy of all denominations at least once a week. (3) If several denominations apply for this privilege, the trustees can arrange as to the order in which the privilege is to be conceded, or, if all the denominations agree, they can give religious instruction in rotation, as is now done in a few places. (4) This instruction may be given at any hour in the day agreed upon. Regulation 8 enables trustees to fix the hour for the regular work of the school. It is in these words:—"The school hours shall be from nine o'clock in the forenoon till four o'clock in the afternoon, but the trustees by resolution may, for the purposes of affording facilities for religious instruction or for any other proper purpose, prescribe a shorter period." The trustees may say that on Monday morning, for instance, the school shall not be opened for regular work till ten o'clock, and that the clergyman of any denomination may occupy the time from nine to ten, with such religious instruction as he may deem expedient. What greater privilege is needed than this? Nay, does it not occur to the ordinary mind that these facilities—facilities afforded by the school system of no other Province in the Dominion, or by any State of the Union—are the best that could be devised for the religious education of our people. Last year, the schools at Port Perry, Lindsay, Bowmanville and Newcastle, availed themselves of

this regulation, and lest there should be any doubt as to its practical character and utility, I subjoin the statement of the Rev. John Carry, D.D., and Mr. McBride, headmaster of the High School, as to its success at Port Perry, and of W. E. Tilley, M.A., as to its success at Bowmanville. Rev. John Carry, under date of November 27th, 1887, says:—

“I think I may say confidently, our plans have worked to the entire satisfaction of all the parties concerned—ministers, teachers, pupils and parents—the hymn and prayer are never omitted. The pupils use their Bibles. The Book of Selections is followed in outline, as respectful to authority, but it is filled in as the catechist thinks necessary. One of the masters attends in each room during the lesson, and has no trouble in the maintenance of order, as the pupils are very well behaved, and, to a large extent, attentive and interested, while the older ones exhibit encouraging indications of thoughtfulness and seriousness. There is no infringement of the undenominational understanding, as indeed there is little temptation to it, in face of the vast common ground, and the great need of the most elementary teaching. A very few young persons, unduly anxious about their secular studies, grudge the hour a week and absent themselves; but, in spite of this, it is hoped and believed that real and much good will be done by faithful perseverance in this course. I am happy to say that no gaps have occurred. If any minister is hindered by absence or illness he finds another willing to take his place, and the harmony is complete. With all my heart I could wish that what has worked so satisfactorily here should be tried elsewhere.”

Mr. D. McBride, headmaster of the High School, says:—“I am happy to state that the results of the experiment that has been made are very encouraging to all who realize the importance of instructing the youth of our schools in the knowledge of the Sacred Scriptures. The clergymen of the different churches have been able to begin and carry on the work unitedly and in complete harmony, co-operating with each other and supplying the one, the unavoidable absence of the other, so that the religious instructions have been given uninterruptedly. They have succeeded in securing and retaining the respectful attention of the scholars throughout the exercises. I am sure that no teacher on the staff could secure better attention from so large a number of pupils than those clergymen have done during the Scripture lessons they have been giving. As far as I can judge, the interest of the scholars has increased rather than diminished with time. The religious instructions were apparently more acceptable at the close of the term than they were at the commencement. The loss of the time devoted to religious instruction has been no detriment to the general progress of the classes. I would be quite willing to spend another hour a week in the same manner without fear of any failure at the various examinations the pupils are expected to pass. In addition to the moral and religious value of these exercises, I think they are well worth the time devoted to them even on the lower plane of lessons in literature.”

Mr. W. E. Tilley, Inspector of the town of Bowmanville, says, under date December 12th:—“Nearly two years ago the Ministerial Association of this district determined to take advantage of the regulations and suggestions of the Education Department for Ontario, bearing on the question of religious instruction in schools. Since then religious instruction has been regularly imparted to the children in attendance at the high and

public schools at Bowmanville and Newcastle and on a similar plan. On request of the Ministerial Association the Board of Education for Bowmanville at once granted the necessary time for the instruction to be given in the regular school hours, setting apart the last half hour on Friday afternoon of each week for that purpose. The teachers were also required to be present during that half hour and to assist in maintaining order and in securing the attention of the children if necessary. The teachers' co-operation in every case has been most cheerfully given, and has added materially to the value of the instruction imparted, as the ministers in charge have been able to give their undivided attention to the topics under discussion. The members of the Association adopted the plan by which the clergymen of the various denominations acting in concert, each in turn, should give instruction to all the children attending the schools. To accomplish this in Bowmanville, where there are no large assembly rooms, it was found necessary for all the ministers to be on duty each week, and for the pupils of two adjoining rooms to assemble under one minister. The ministers follow each other in regular order from room to room, each retaining his room for one month. A gospel is selected to be read continuously during the term, about two chapters each week, the pupils using their own Bibles, and reading in turn verse about. On Friday afternoon the ministers question and comment on the two chapters read during the week. Attention is also given to the recitation of the Commandments and the pupils are generally prepared with suitable hymns for the occasion. The Friday half hour is looked forward to with pleasure by the pupils, and although it must involve the sacrifice of valuable time on the part of the ministers, I have no doubt they have found much pleasure and profit in the work. The teachers find that it tends to closer attention on the part of their pupils to the daily readings in the school-room, and to a greater reverence for the Bible and for sacred things."

6. FRENCH AND GERMAN SCHOOLS.

Owing to the settlement of some counties in Ontario by a population of French or German origin, it was but natural to expect that French or German would be taught in the public schools controlled and maintained by the people of these nationalities. It was also natural that a preference should be given to those who could teach the language of the majority. As a result of this hereditary bias, by no means peculiar to the Teutonic or Gallic races, the public schools, in both German and French settlements, were at first devoted to the study of these languages exclusively. In German settlements, however, partly because they were not so isolated, and partly, it may be, from racial instincts, English was regarded with more favor, and as a consequence, every German Public School years ago devoted a certain portion of the day to the study of English reading, grammar, and composition. The French settlements were apparently less disposed to encourage the study of English and much blame was attached to the Education Department because of its tolerance of what was said to be an anomalous condition of affairs in an Anglo-Saxon community. The truth is, however, that all communities, despotic as well as free, treat with great deference the languages and social customs of the minorities, if such there should be, leaving to time the work of assimilation or absorption. It is no doubt on this principle that Welsh is taught under the Education Act of 1870, and paid

for the same as English; that all the leading languages of Europe are taught in the schools of the United States, where local necessities require it; and in Canada under the Indian Department, the dialects of different tribes are taught at the expense of the public treasury. In various Provinces of the Dominion, a similar practice has always prevailed. In Prince Edward Island the French language is taught in the public schools the same as any other subject, where a considerable number of the people speak French. In Nova Scotia and New Brunswick, provision is made not only for teaching French in the public schools, but a regular course of instruction is provided at the Normal schools for French teachers. French readers also appear on the New Brunswick list of authorized text-books for use in that Province. Quebec and Manitoba have also their French schools. In every case the funds of the Province are appropriated on similar principles for both classes of schools. From the earliest organization of the Education Department, the privilege of teaching both French and German, where the English language was not spoken domestically, was allowed. In the regulations adopted by the Council of Public Instruction, it was provided, "In regard to teachers in French and German settlements a knowledge of the French or German grammar may be substituted for a knowledge of the English grammar, and the certificates to teachers expressly limited accordingly." Moreover on the 20th April, 1858, a list of books for use in French schools was sanctioned by the Council of Public Instruction, and also the propriety of using native German text books suggested. In 1874 (37 Vic., chap. 28, sec. 61) County Councils were empowered to appoint Inspectors for forty schools in municipalities in which the French or German language was the prevailing language. In 1879 the late Minister of Education authorized for use in the French Public Schools of Ontario the text books authorized by the Council of Public Instruction for Quebec for use in mixed schools. In 1885 (48 Vic., chap. 49, sec. 170) authority was given to County Councils to enlarge the County Boards of Examiners where necessary by the appointment of two additional examiners in the French and German languages. The regulations of the Department (Reg. 24 of 1885) required that "in French and German schools the authorized Readers should be used in addition "to any of the text books in either of the languages aforesaid." Instructions were also given to Inspectors of separate schools to see that English was taught and a syllabus of an English course for French schools prescribed. Before 1885 there had been no effort made by regulation or circular to secure the study of the English language in the French schools. In 1886 an attempt was made to open a model school in Eastern Ontario for the express purpose of training French teachers how to teach English. The proposed conditions were (see sessional papers, No 48, 1887) that the principal and his two assistants should teach both French and English. This scheme fell through because no competent principal could be found to teach both languages, but it is to be hoped that it may yet succeed. The fact that pupils require to do double work at least in reading, renders the difficulty of keeping up the French and German schools, even greater than in the case of the ordinary public school.

French Schools in Prescott and Russell.

In 1886, out of 128 schools with 145 departments, English was taught in all except 27 departments, and on the 4th instant Mr. Summerby, Inspector,

reports as follows on the condition of things in 1887 :—"At the beginning of last year I asked my assistant, Mr. Dufort, to pay special attention to this subject when making his inspectoral visits. The result is that we have reduced the number of purely French departments from 27 to 6, and I hope to be able to report, at the end of the present term, that these 6 have also fallen into line. At last summer's examination for teachers for our French schools, all candidates totally ignorant of English were rejected. I do not wish it to be thought that I am satisfied with our present attainments in this respect. As I have said in previous reports, our weak point is a staff of teachers having an imperfect acquaintance with the English tongue. But I think that we are going forward as rapidly as can be expected under the circumstances. The supporters of these schools are generally new settlers working hard to clear up their land and pay for their homes ; salaries are consequently low. As we have no schools where the teachers of both languages can be properly trained, our supply comes from without the counties, generally from the Province of Quebec ; hence their imperfect knowledge of English. The remedy is time or money. If the people of Ontario cannot wait for time, they will have to furnish the money to establish a school in which our bi-lingual teachers may be trained."

In the French Roman Catholic Separate Schools, English was not generally taught because the teachers were chiefly from the Province of Quebec. Notwithstanding this drawback, the study of English in the Separate Schools has been making steady progress. In 1886, Inspector White reported that of the whole number of French Separate Schools—thirty (Prescott and Russell),—there were but 2 or 3 who were teaching exclusively in French. In 1887, Mr. White was able to report that English was taught in every French Separate school in the Province. It is very gratifying to know that our French fellow citizens are falling in so readily with the public school system, and complying so cordially with the Departmental regulations.

X.—MEDICAL FACULTY, UNIVERSITY OF TORONTO.

By the Act of Last Session respecting the Federation of the Universities, power was taken to establish a Medical Faculty in connection with the University of Toronto. I am happy to say that within a few months of the close of the Session, what the Act contemplated was carried out, and in October the Medical Faculty was established, with the following staff :—

Wm. T. Aikins, M.D., LL.D., Professor of Practical Surgery ; H.H. Wright, M.D., L.C.P. & S., U.C., Professor of Principles and Practice of Medicine ; J. H. Richardson, M.D., M.R.C.S. Eng., Professor of Anatomy (General and Surgical) ; Uzziel Ogden, M.D., Professor of Gynæcology ; James Thorburn, M.D. Edin. and Toronto University, Professor of Pharmacology and Therapeutics ; W. W. Ogden, M.D., Professor of Medical Jurisprudence ; M. H. Aikins, B. A., M. B., M. R. C. S. Eng., Professor of Primary Anatomy ; W. Oldwright, M.A., M.D., Professor of Sanitary Science, and Curator of Museum ; L. McFarlane, M.B., Professor of Clinical Surgery ; J. E. Graham. M.D.,

L.R.C.P. London, Professor of Clinical Medicine and Medical Pathology, Lecturer on Dermatology ; R. A. Reeve, B.A., M.D., Professor of Ophthalmology and Otology ; A. H. Wright, B.A., M.B., M.R.C.S. Eng., Professor of Obstetrics ; R. Ramsay Wright, M.A., Professor of General Biology and Physiology ; W. H. Ellis, M.A. M.B., Professor of Chemistry ; James Loudon, M.A., Professor of Physics ; I. H. Cameron, M.B., Professor of Principles of Surgery and Surgical Pathology.

Lecturers, Demonstrators, and Instructors :—George Wright, M.A., M.B., Lecturer on Clinical Medicine ; A. B. McCallum, B.A., Lecturer on Physiology and Demonstrator of Histology ; John Ferguson, B.A., M.B., L.F.P.S. Glasgow, Demonstrator of Anatomy ; Thos. McKenzie, B.A., M.B., Demonstrator of Practical Biology ; G. H. Burnham, M.D., M.R.C.S. Eng., Clinical Lecturer on Ophthalmology and Otology ; George R. McDonagh, M.B., L.R.C.P. London, Instructor in Laryngology and Rhinology ; J. J. Mackenzie, B.A., Demonstrator in Comparative Anatomy ; W. J. Loudon, B.A., Demonstrator of Practical Physics ; O. R. Avison, M.D., Demonstrator of *Materia Medica* and Pharmacy ; John Cavan, B.A., M.D., L.R.C.P. London, Demonstrator of Pathological Anatomy ; H. Wilberforce Aikins, B.A., M.B., M.R.C.S. Eng., Assistant Demonstrator of Anatomy ; George Peters, M.B., Assistant Demonstrator of Anatomy.

XI.—CONCLUSION.

In the perusal of this Report, I trust you will find many gratifying evidences of progress. Nowhere are the benefits of a liberal education more fully appreciated than in this Province, and you may rest assured that no effort will be spared to give every citizen the advantage of a good elementary education.

I have the honor to be,
Your Honor's obedient servant,

EDUCATION DEPARTMENT,
Toronto, January, 1888.

GEO. W. ROSS,
Minister of Education.

APPENDICES.

APPENDIX A.

STATISTICAL TABLES.

I.—TABLE A.—The Public

| COUNTIES. (Including Incorporated Villages but not Cities or Towns.) | School population between 5 and 21 years of age. | PUPILS ATTENDING | | | | | |
|---|--|------------------------------|---------------------------------------|------------------------------|--|--------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of Pupils of all ages attending school. | Boys. | Girls. |
| 1 Brant..... | 4990 | 4 | 4246 | 4 | 4254 | 2290 | 1964 |
| 2 Bruce..... | 18976 | 48 | 16220 | 21 | 16289 | 8765 | 7524 |
| 3 Carleton..... | 11507 | 28 | 9725 | 10 | 9763 | 5043 | 4720 |
| 4 Dufferin..... | 6269 | 28 | 5717 | 14 | 5759 | 3175 | 2584 |
| 5 Dundas..... | 6464 | 31 | 5429 | 6 | 5466 | 2840 | 2626 |
| 6 Durham..... | 8629 | 17 | 6773 | 13 | 6803 | 3695 | 3108 |
| 7 Elgin..... | 9120 | 26 | 8218 | 5 | 8249 | 4368 | 3881 |
| 8 Essex..... | 11780 | 16 | 9918 | 12 | 9946 | 5299 | 4647 |
| 9 Frontenac..... | 7929 | 2 | 6607 | ..... | 6609 | 3467 | 3142 |
| 10 Glengarry..... | 6332 | 15 | 5135 | 2 | 5152 | 2787 | 2365 |
| 11 Grenville..... | 6718 | 12 | 5822 | 3 | 5837 | 3119 | 2718 |
| 12 Grey..... | 21693 | 98 | 17445 | 23 | 17566 | 9514 | 8052 |
| 13 Haldimand..... | 6975 | 32 | 6040 | 6 | 6078 | 3300 | 2778 |
| 14 Haliburton..... | 1991 | 14 | 1491 | 4 | 1509 | 787 | 722 |
| 15 Halton..... | 6172 | 13 | 4959 | 6 | 4978 | 2711 | 2267 |
| 16 Hastings..... | 12990 | 28 | 10233 | 16 | 10277 | 5468 | 4809 |
| 17 Huron..... | 19820 | 50 | 16119 | 23 | 16192 | 8698 | 7494 |
| 18 Kent..... | 10888 | 32 | 10201 | 4 | 10237 | 5424 | 4813 |
| 19 Lambton..... | 13748 | 26 | 11641 | 6 | 11673 | 6012 | 5661 |
| 20 Lanark..... | 7965 | 46 | 6586 | 10 | 6642 | 3433 | 3209 |
| 21 Leeds..... | 7626 | 26 | 7083 | 15 | 7124 | 3731 | 3393 |
| 22 Lennox and Addington ... | 6382 | 19 | 5697 | 4 | 5720 | 3019 | 2701 |
| 23 Lincoln..... | 5765 | 13 | 4706 | 11 | 4730 | 2563 | 2167 |
| 24 Middlesex..... | 16454 | 19 | 14514 | 14 | 14547 | 7869 | 6678 |
| 25 Norfolk..... | 8298 | 25 | 7800 | 9 | 7834 | 4218 | 3616 |
| 26 Northumberland..... | 9073 | 14 | 8240 | 3 | 8257 | 4509 | 3748 |
| 27 Ontario..... | 11868 | 9 | 9905 | 6 | 9920 | 5353 | 4567 |
| 28 Oxford..... | 10026 | 7 | 8918 | 15 | 8940 | 4802 | 4138 |
| 29 Peel..... | 6619 | 13 | 5674 | 4 | 5691 | 3007 | 2684 |
| 30 Perth..... | 10219 | 11 | 8962 | 2 | 8975 | 4829 | 4146 |
| 31 Peterborough..... | 7389 | 24 | 5702 | 5 | 5731 | 3011 | 2720 |
| 32 Prescott and Russell..... | 12831 | 82 | 10092 | 8 | 10182 | 5252 | 4930 |
| 33 Prince Edward..... | 4246 | 5 | 4124 | 4 | 4133 | 2236 | 1897 |
| 34 Renfrew..... | 12481 | 47 | 9396 | 15 | 9458 | 4913 | 4545 |
| 35 Simcoe..... | 18218 | 44 | 17491 | 23 | 17558 | 9328 | 8230 |
| 36 Stormont..... | 5307 | 26 | 4834 | 5 | 4865 | 2593 | 2272 |
| 37 Victoria..... | 11316 | 43 | 9628 | 5 | 9676 | 5010 | 4666 |
| 38 Waterloo..... | 10600 | 14 | 8370 | 3 | 8387 | 4596 | 3791 |
| 39 Welland..... | 6756 | 29 | 5743 | 5 | 5777 | 3114 | 2663 |
| 40 Wellington..... | 15662 | 20 | 12521 | 11 | 12552 | 6712 | 5840 |
| 41 Wentworth..... | 8282 | 15 | 6278 | 5 | 6298 | 3404 | 2894 |
| 42 York..... | 17144 | 61 | 13850 | 9 | 13920 | 7517 | 6403 |
| 43 Districts..... | 11259 | 57 | 9131 | 21 | 9209 | 4868 | 4341 |
| Total..... | 435077 | 1189 | 367184 | 390 | 368763 | 196649 | 172114 |
| CITIES. | | | | | | | |
| 1 Belleville..... | 2991 | ..... | 2193 | ..... | 2193 | 1110 | 1083 |
| 2 Brantford..... | 4261 | ..... | 2494 | ..... | 2494 | 1270 | 1224 |
| 3 Guelph..... | 3366 | ..... | 2182 | ..... | 2182 | 1107 | 1075 |
| 4 Hamilton..... | 13150 | 3 | 8687 | ..... | 8690 | 4460 | 4230 |
| 5 Kingston..... | 5147 | 1 | 3455 | 1 | 3457 | 1769 | 1688 |
| 6 London..... | 7866 | ..... | 6125 | 1 | 6126 | 3133 | 2993 |
| 7 Ottawa..... | 8932 | ..... | 6307 | 191 | 6498 | 3358 | 3140 |
| 8 St. Catharines..... | 2798 | 2 | 2088 | ..... | 2090 | 1146 | 944 |
| 9 St. Thomas..... | 2885 | ..... | 2430 | ..... | 2430 | 1196 | 1234 |
| 10 Stratford..... | 3282 | ..... | 1908 | ..... | 1908 | 1001 | 907 |
| 11 Toronto..... | 34778 | 36 | 23965 | 4 | 24005 | 12215 | 11790 |
| Total..... | 89456 | 42 | 61834 | 197 | 62073 | 31765 | 30308 |

Schools of Ontario.

THE PUBLIC SCHOOLS.

| NUMBER OF PUPILS ATTENDING SCHOOL. | | | | | | Number of children between 7 and 13 years of age not attending any school during the year. | Number of children between 7 and 13 years of age not attending any school for 100 days during the year. | Average attendance of pupils. | Percentage of average attendance to total number attending school. |
|------------------------------------|----------------|-----------------|------------------|------------------|-----------------------------|--|---|-------------------------------|--|
| Less than 20 days during the year. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | | | | |
| 1 329 | 655 | 992 | 1064 | 971 | 243 | 22 | 621 | 2125 | 50 |
| 2 1441 | 2621 | 3881 | 3544 | 4118 | 684 | 108 | 2969 | 7677 | 47 |
| 3 1038 | 1739 | 2628 | 2062 | 1895 | 401 | 112 | 2709 | 4304 | 44 |
| 4 768 | 1228 | 1593 | 1230 | 829 | 111 | 89 | 1692 | 2180 | 38 |
| 5 613 | 940 | 1322 | 1143 | 1246 | 202 | 60 | 1321 | 2505 | 46 |
| 6 666 | 1177 | 1701 | 1602 | 1389 | 268 | 255 | 1678 | 2971 | 44 |
| 7 773 | 1352 | 1969 | 1889 | 2052 | 214 | 49 | 1801 | 3856 | 47 |
| 8 990 | 1647 | 2625 | 2370 | 2118 | 196 | 240 | 2545 | 4444 | 45 |
| 9 977 | 1429 | 1774 | 1269 | 978 | 182 | 182 | 2032 | 2556 | 39 |
| 10 608 | 989 | 1372 | 1097 | 911 | 175 | 83 | 1639 | 2114 | 41 |
| 11 678 | 1108 | 1458 | 1331 | 1113 | 149 | 223 | 1245 | 2519 | 43 |
| 12 2108 | 3588 | 4619 | 3715 | 2965 | 571 | 147 | 4755 | 7152 | 41 |
| 13 512 | 931 | 1467 | 1341 | 1564 | 263 | 99 | 1135 | 3045 | 50 |
| 14 251 | 388 | 469 | 257 | 133 | 11 | 49 | 652 | 472 | 31 |
| 15 369 | 781 | 1185 | 1193 | 1252 | 198 | 41 | 984 | 2488 | 50 |
| 16 1176 | 1821 | 2524 | 2216 | 2117 | 423 | 111 | 2682 | 4668 | 45 |
| 17 1314 | 2616 | 4024 | 3732 | 3861 | 645 | 212 | 2935 | 7837 | 48 |
| 18 1221 | 1954 | 2636 | 2262 | 1959 | 205 | 163 | 2376 | 4071 | 40 |
| 19 1007 | 1833 | 2659 | 2634 | 3059 | 481 | 100 | 2054 | 5587 | 49 |
| 20 559 | 1015 | 1611 | 1665 | 1467 | 325 | 55 | 1822 | 3201 | 48 |
| 21 817 | 1298 | 1646 | 1611 | 1513 | 239 | 37 | 1577 | 3197 | 45 |
| 22 698 | 1076 | 1412 | 1237 | 1125 | 172 | 41 | 1613 | 2391 | 42 |
| 23 366 | 735 | 1145 | 1156 | 1225 | 103 | 15 | 878 | 2239 | 47 |
| 24 1175 | 2166 | 3382 | 3269 | 4020 | 535 | 129 | 2624 | 7168 | 49 |
| 25 869 | 1518 | 2064 | 1628 | 1579 | 176 | 36 | 1311 | 3285 | 42 |
| 26 693 | 1343 | 2130 | 1833 | 1876 | 382 | 62 | 1809 | 4025 | 49 |
| 27 947 | 1735 | 2472 | 2161 | 2173 | 432 | 98 | 1733 | 4731 | 48 |
| 28 696 | 1481 | 2081 | 1896 | 2209 | 577 | 38 | 1484 | 4546 | 51 |
| 29 543 | 926 | 1403 | 1401 | 1311 | 107 | 26 | 1066 | 2431 | 43 |
| 30 639 | 1237 | 2220 | 2121 | 2350 | 408 | 73 | 1556 | 4551 | 51 |
| 31 603 | 991 | 1476 | 1239 | 1259 | 163 | 49 | 1600 | 2540 | 44 |
| 32 1376 | 1964 | 2449 | 2143 | 1795 | 455 | 335 | 3461 | 4239 | 42 |
| 33 323 | 667 | 1027 | 914 | 981 | 221 | 42 | 734 | 2011 | 49 |
| 34 1179 | 1858 | 2530 | 1839 | 1754 | 298 | 91 | 4005 | 3978 | 42 |
| 35 2062 | 3150 | 4384 | 3675 | 3489 | 798 | 359 | 3693 | 7602 | 43 |
| 36 648 | 823 | 1275 | 988 | 932 | 199 | 12 | 728 | 2066 | 43 |
| 37 1040 | 1825 | 2485 | 2286 | 1775 | 265 | 191 | 1989 | 4245 | 44 |
| 38 502 | 1047 | 1935 | 1975 | 2386 | 542 | 28 | 1509 | 4427 | 53 |
| 39 605 | 1005 | 1523 | 1237 | 1218 | 189 | 69 | 902 | 2506 | 43 |
| 40 1007 | 2006 | 3235 | 2956 | 2997 | 351 | 236 | 2944 | 5863 | 47 |
| 41 557 | 1038 | 1659 | 1372 | 1446 | 226 | 27 | 1329 | 2948 | 47 |
| 42 1406 | 2502 | 3539 | 2991 | 3050 | 432 | 80 | 3315 | 6363 | 46 |
| 43 1203 | 2007 | 2570 | 1784 | 1376 | 269 | 512 | 2632 | 3429 | 37 |
| 37352 | 64210 | 92551 | 81328 | 79836 | 13486 | 4986 | 84139 | 166653 | 45 |
| 1 123 | 229 | 488 | 481 | 851 | 21 | ..... | 320 | 1267 | 58 |
| 2 164 | 331 | 511 | 530 | 958 | ..... | 95 | 651 | 1506 | 60 |
| 3 66 | 235 | 434 | 504 | 943 | ..... | ..... | ..... | 1377 | 63 |
| 4 288 | 742 | 1685 | 1420 | 4330 | 225 | ..... | 394 | 5961 | 69 |
| 5 153 | 363 | 738 | 721 | 1427 | 55 | ..... | ..... | 2160 | 63 |
| 6 408 | 732 | 1293 | 1313 | 2279 | 101 | ..... | ..... | 3572 | 58 |
| 7 432 | 568 | 1760 | 1292 | 2104 | 342 | ..... | 592 | 3614 | 56 |
| 8 76 | 222 | 456 | 518 | 815 | 3 | ..... | 75 | 1245 | 60 |
| 9 114 | 231 | 479 | 536 | 1070 | ..... | ..... | ..... | 1615 | 66 |
| 10 80 | 204 | 376 | 438 | 810 | ..... | ..... | ..... | 1140 | 60 |
| 11 1069 | 2611 | 4981 | 4627 | 10717 | ..... | ..... | ..... | 13270 | 64 |
| 2973 | 6468 | 13201 | 12380 | 26304 | 747 | 95 | 2032 | 38916 | 63 |

I.—TABLE A.—The Public

| TOWNS. | School population between 5 and 21 years of age. | PUPILS ATTENDING | | | | | |
|-------------------------|--|------------------------------|---------------------------------------|------------------------------|--|-------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of pupils of all ages attending school. | Boys. | Girls. |
| 1 Almonte..... | 1030 | ..... | 788 | ..... | 788 | 407 | 381 |
| 2 Amherstburg..... | 1080 | ..... | 684 | 1 | 685 | 361 | 324 |
| 3 Barrie..... | 1846 | ..... | 1300 | ..... | 1300 | 654 | 646 |
| 4 Berlin..... | 1758 | 4 | 1107 | ..... | 1111 | 565 | 546 |
| 5 Blenheim..... | 483 | 1 | 379 | 1 | 381 | 186 | 195 |
| 6 Bothwell..... | 296 | 1 | 239 | ..... | 240 | 111 | 129 |
| 7 Bowmanville..... | 924 | ..... | 834 | ..... | 834 | 403 | 431 |
| 8 Brampton..... | 897 | ..... | 854 | ..... | 854 | 436 | 418 |
| 9 Brockville..... | 2542 | ..... | 1730 | ..... | 1730 | 852 | 878 |
| 10 Chatham..... | 2914 | ..... | 2144 | 2 | 2146 | 1093 | 1053 |
| 11 Clinton..... | 877 | ..... | 673 | ..... | 673 | 319 | 354 |
| 12 Cobourg..... | 1369 | ..... | 966 | 1 | 967 | 489 | 478 |
| 13 Collingwood..... | 1587 | 1 | 1227 | ..... | 1228 | 630 | 598 |
| 14 Cornwall..... | 2098 | ..... | 1471 | ..... | 1471 | 736 | 685 |
| 15 Dresden..... | 579 | ..... | 572 | ..... | 572 | 277 | 295 |
| 16 Dundas..... | 1188 | ..... | 903 | ..... | 903 | 436 | 467 |
| 17 Durham..... | 410 | ..... | 314 | ..... | 314 | 153 | 161 |
| 18 Galt..... | 2161 | ..... | 1488 | ..... | 1488 | 722 | 766 |
| 19 Goderich..... | 1268 | ..... | 1025 | ..... | 1025 | 536 | 489 |
| 20 Harriston..... | 711 | ..... | 536 | ..... | 536 | 256 | 280 |
| 21 Ingersoll..... | 1203 | ..... | 971 | ..... | 971 | 508 | 463 |
| 22 Kincardine..... | 1059 | ..... | 863 | ..... | 863 | 437 | 426 |
| 23 Lindsay..... | 1627 | ..... | 1415 | ..... | 1415 | 679 | 736 |
| 24 Listowel..... | 1024 | ..... | 660 | ..... | 660 | 342 | 318 |
| 25 Meaford..... | 805 | ..... | 596 | ..... | 596 | 318 | 278 |
| 26 Milton..... | 433 | 2 | 381 | 1 | 384 | 193 | 191 |
| 27 Mitchell..... | 1202 | ..... | 553 | ..... | 553 | 261 | 292 |
| 28 Mount Forest..... | 810 | ..... | 644 | ..... | 644 | 337 | 307 |
| 29 Napanee..... | 987 | ..... | 841 | 2 | 843 | 431 | 412 |
| 30 Newmarket..... | 590 | 2 | 515 | ..... | 517 | 285 | 232 |
| 31 Niagara..... | 440 | ..... | 254 | ..... | 254 | 132 | 122 |
| 32 Niagara Falls..... | 705 | ..... | 613 | ..... | 613 | 290 | 323 |
| 33 Oakville..... | 518 | ..... | 402 | ..... | 402 | 208 | 194 |
| 34 Orangeville..... | 1000 | ..... | 765 | ..... | 765 | 405 | 360 |
| 35 Orillia..... | 1506 | ..... | 1080 | ..... | 1080 | 556 | 524 |
| 36 Oshawa..... | 1365 | ..... | 999 | ..... | 999 | 482 | 517 |
| 37 Owen Sound..... | 1830 | ..... | 1243 | ..... | 1243 | 616 | 627 |
| 38 Palmerston..... | 569 | ..... | 497 | ..... | 497 | 248 | 249 |
| 39 Parkdale..... | 1158 | 22 | 953 | ..... | 975 | 485 | 490 |
| 40 Paris..... | 1119 | ..... | 745 | ..... | 745 | 372 | 373 |
| 41 Parkhill..... | 522 | ..... | 460 | ..... | 460 | 223 | 237 |
| 42 Pembroke..... | 1137 | ..... | 926 | 1 | 927 | 510 | 417 |
| 43 Penetanguishene..... | 492 | ..... | 278 | ..... | 278 | 130 | 148 |
| 44 Perth..... | 1255 | ..... | 713 | 1 | 714 | 355 | 359 |
| 45 Peterboro'..... | 2668 | ..... | 2095 | ..... | 2095 | 1040 | 1055 |
| 46 Petrolea..... | 1190 | ..... | 1041 | ..... | 1041 | 489 | 552 |
| 47 Picton..... | 612 | ..... | 588 | ..... | 588 | 285 | 303 |
| 48 Port Arthur..... | 1270 | ..... | 670 | ..... | 670 | 335 | 335 |
| 49 Port Hope..... | 2350 | ..... | 1072 | ..... | 1072 | 525 | 547 |
| 50 Prescott..... | 820 | 5 | 606 | ..... | 611 | 328 | 283 |
| 51 Ridgetown..... | 711 | ..... | 538 | ..... | 538 | 283 | 255 |
| 52 Sandwich..... | 337 | ..... | 232 | ..... | 232 | 112 | 120 |
| 53 Sarnia..... | 1726 | 2 | 1351 | ..... | 1353 | 678 | 675 |
| 54 Seaforth..... | 880 | ..... | 665 | ..... | 665 | 323 | 342 |
| 55 Simcoe..... | 960 | ..... | 576 | ..... | 576 | 314 | 262 |
| 56 Smith's Falls..... | 964 | ..... | 567 | ..... | 567 | 308 | 259 |
| 57 St. Mary's..... | 984 | 1 | 957 | ..... | 958 | 481 | 477 |
| 58 Strathroy..... | 1246 | ..... | 797 | ..... | 797 | 419 | 378 |
| 59 Thorold..... | 869 | ..... | 703 | 1 | 704 | 351 | 353 |

Schools of Ontario.

THE PUBLIC SCHOOLS.

| NUMBER OF PUPILS ATTENDING SCHOOL. | | | | | | Number of children between 7 and 13 years of age not attending any school during the year. | Number of children between 7 and 13 years of age not attending any school for 100 days during the year. | Average attendance of pupils. | Percentage of average attendance to total number attending school. |
|------------------------------------|----------------|-----------------|------------------|------------------|-----------------------------|--|---|-------------------------------|--|
| Less than 20 days during the year. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | | | | |
| 1 | 48 | 93 | 233 | 239 | 16 | 60 | 364 | 414 | 53 |
| 2 | 35 | 93 | 139 | 135 | 14 | ..... | 65 | 403 | 59 |
| 3 | 62 | 118 | 237 | 220 | 17 | ..... | 100 | 730 | 56 |
| 4 | 90 | 93 | 234 | 238 | 18 | ..... | 100 | 593 | 54 |
| 5 | 30 | 53 | 101 | 94 | 103 | ..... | 60 | 181 | 48 |
| 6 | 11 | 40 | 48 | 54 | 87 | ..... | 8 | 138 | 58 |
| 7 | 36 | 68 | 109 | 171 | 428 | 22 | ..... | 65 | 65 |
| 8 | 48 | 101 | 157 | 153 | 391 | 4 | ..... | 97 | 63 |
| 9 | 45 | 150 | 341 | 392 | 778 | 24 | ..... | 226 | 65 |
| 10 | 152 | 245 | 517 | 443 | 772 | 17 | ..... | 80 | 58 |
| 11 | 38 | 67 | 152 | 131 | 279 | 6 | ..... | 78 | 60 |
| 12 | 34 | 121 | 186 | 200 | 401 | 25 | 59 | 581 | 63 |
| 13 | 99 | 164 | 278 | 252 | 434 | 1 | ..... | 219 | 64 |
| 14 | 95 | 217 | 417 | 376 | 354 | 12 | ..... | 135 | 797 |
| 15 | 41 | 74 | 120 | 156 | 180 | 1 | ..... | 98 | 310 |
| 16 | 65 | 107 | 197 | 210 | 299 | 25 | ..... | 108 | 533 |
| 17 | 23 | 41 | 67 | 56 | 121 | 6 | ..... | 73 | 169 |
| 18 | 66 | 148 | 271 | 293 | 665 | 45 | ..... | 206 | 948 |
| 19 | 52 | 97 | 167 | 244 | 456 | 9 | ..... | 58 | 672 |
| 20 | 42 | 73 | 111 | 108 | 201 | 1 | ..... | 67 | 302 |
| 21 | 53 | 99 | 160 | 216 | 428 | 15 | ..... | 148 | 600 |
| 22 | 46 | 83 | 220 | 218 | 296 | ..... | ..... | 144 | 446 |
| 23 | 62 | 119 | 298 | 372 | 561 | 3 | ..... | 137 | 835 |
| 24 | 34 | 89 | 143 | 188 | 206 | ..... | ..... | 179 | 375 |
| 25 | 55 | 85 | 108 | 151 | 197 | ..... | ..... | 76 | 322 |
| 26 | 24 | 34 | 60 | 83 | 182 | 1 | ..... | 54 | 238 |
| 27 | 20 | 48 | 91 | 106 | 277 | 11 | ..... | 122 | 375 |
| 28 | 31 | 61 | 143 | 135 | 268 | 6 | ..... | 117 | 388 |
| 29 | 62 | 92 | 132 | 250 | 307 | ..... | ..... | ..... | 518 |
| 30 | 43 | 63 | 121 | 106 | 181 | 3 | ..... | 82 | 290 |
| 31 | 3 | 24 | 51 | 60 | 116 | ..... | ..... | ..... | 154 |
| 32 | 32 | 73 | 107 | 122 | 269 | 10 | ..... | ..... | 381 |
| 33 | 14 | 26 | 77 | 77 | 205 | 3 | 6 | 39 | 265 |
| 34 | 51 | 98 | 159 | 191 | 266 | ..... | ..... | 164 | 420 |
| 35 | 78 | 91 | 188 | 253 | 424 | 46 | 12 | 12 | 656 |
| 36 | 45 | 67 | 172 | 213 | 458 | 44 | ..... | 149 | 672 |
| 37 | 104 | 150 | 257 | 264 | 468 | ..... | ..... | ..... | 735 |
| 38 | 42 | 54 | 114 | 101 | 183 | 3 | ..... | 26 | 248 |
| 39 | 60 | 133 | 297 | 189 | 296 | ..... | ..... | ..... | 540 |
| 40 | 29 | 100 | 144 | 143 | 303 | 26 | ..... | ..... | 455 |
| 41 | 38 | 50 | 99 | 100 | 173 | ..... | ..... | 43 | 270 |
| 42 | 52 | 108 | 198 | 186 | 379 | 4 | ..... | ..... | 569 |
| 43 | 33 | 46 | 69 | 50 | 80 | ..... | 5 | 108 | 137 |
| 44 | 30 | 67 | 154 | 158 | 302 | 3 | ..... | 109 | 441 |
| 45 | 99 | 219 | 462 | 450 | 846 | 19 | ..... | ..... | 1239 |
| 46 | 48 | 102 | 193 | 242 | 456 | ..... | 9 | 93 | 623 |
| 47 | 30 | 53 | 99 | 149 | 247 | 10 | ..... | 101 | 364 |
| 48 | 71 | 105 | 211 | 114 | 161 | 8 | ..... | 273 | 366 |
| 49 | 29 | 75 | 222 | 223 | 523 | ..... | ..... | 119 | 686 |
| 50 | 24 | 64 | 131 | 122 | 260 | 10 | 25 | 71 | 384 |
| 51 | 43 | 72 | 111 | 124 | 188 | ..... | ..... | 72 | 298 |
| 52 | 24 | 35 | 40 | 62 | 71 | ..... | ..... | 40 | 120 |
| 53 | 89 | 163 | 275 | 268 | 550 | 8 | ..... | 155 | 769 |
| 54 | 43 | 65 | 112 | 122 | 319 | 4 | ..... | 112 | 421 |
| 55 | 28 | 39 | 99 | 136 | 256 | 18 | ..... | 40 | 365 |
| 56 | 29 | 59 | 112 | 117 | 209 | 41 | ..... | 142 | 344 |
| 57 | 61 | 141 | 330 | 237 | 189 | ..... | ..... | 166 | 434 |
| 58 | 40 | 66 | 144 | 180 | 366 | 1 | ..... | 75 | 492 |
| 59 | 37 | 70 | 149 | 177 | 265 | 5 | ..... | 49 | 416 |

I.—TABLE A.—The Public

| TOWNS.—Continued. | School population between 5 and 21 years of age. | PUPILS ATTENDING | | | | | |
|---|--|------------------------------|---------------------------------------|------------------------------|--|--------|--------|
| | | Pupils under 5 years of age. | Pupils between 5 and 21 years of age. | Pupils over 21 years of age. | Total number of Pupils of all ages attending school. | Boys. | Girls. |
| 60 Tilsonburg | 643 | | 478 | 1 | 479 | 244 | 235 |
| 61 Trenton | 1145 | | 1041 | | 1041 | 532 | 509 |
| 62 Uxbridge | 573 | | 497 | | 497 | 243 | 254 |
| 63 Walkerton | 980 | | 665 | | 665 | 348 | 317 |
| 64 Waterloo | 881 | | 560 | | 560 | 294 | 266 |
| 65 Welland | 505 | | 313 | | 313 | 168 | 145 |
| 66 Whitby | 796 | 1 | 706 | | 707 | 385 | 322 |
| 67 Windsor | 1836 | | 1340 | | 1340 | 663 | 677 |
| 68 Wingham | 777 | | 547 | | 547 | 283 | 264 |
| 69 Woodstock | 1574 | | 1400 | | 1400 | 710 | 690 |
| Total | 76671 | 42 | 56606 | 12 | 56660 | 28616 | 28044 |
| TOTALS. | | | | | | | |
| 1 Counties, etc. | 435077 | 1189 | 367184 | 390 | 368763 | 196649 | 172114 |
| 2 Cities | 89456 | 42 | 61834 | 197 | 62073 | 31765 | 30308 |
| 3 Towns | 76671 | 42 | 56606 | 12 | 56660 | 28616 | 28044 |
| 4 Grand Total, 1886 | 601204 | 1273 | 485624 | 599 | 487496 | 257030 | 230466 |
| 5 " " 1885 | 583147 | 847 | 471235 | 376 | 472458 | 249175 | 223283 |
| 6 Increase | 18057 | 426 | 14389 | 223 | 15038 | 7855 | 7183 |
| 7 Decrease | | | | | | | |
| 8 Percentage of grand total as compared with total attendance | | $\frac{9}{100}$ | $\frac{99.79}{100}$ | $\frac{12}{100}$ | | 53 | 47 |

NOTE.—In calculating the average attendance, the

Tables A, B, C, D, E include the statistics

Schools of Ontario.

THE PUBLIC SCHOOLS.

| NUMBER OF PUPILS ATTENDING SCHOOL. | | | | | | Number of children between 7 and 13 years of age not attending any school during the year. | Number of children between 7 and 13 years of age not attending any school for 100 days during the year. | Average attendance of pupils. | Percentage of average attendance to total number attending school. |
|------------------------------------|----------------|-----------------|------------------|------------------|-----------------------------|--|---|-------------------------------|--|
| Less than 20 days during the year. | 20 to 50 days. | 51 to 100 days. | 101 to 150 days. | 151 to 200 days. | 201 days to the whole year. | | | | |
| 60 33 | 57 | 93 | 112 | 184 | | | | 268 | 56 |
| 61 89 | 175 | 251 | 270 | 254 | 2 | 53 | 98 | 488 | 47 |
| 62 36 | 55 | 98 | 112 | 184 | 12 | | | 283 | 57 |
| 63 36 | 67 | 105 | 163 | 290 | 4 | | 138 | 398 | 60 |
| 64 30 | 49 | 93 | 108 | 280 | | | 95 | 368 | 66 |
| 65 31 | 55 | 101 | 69 | 56 | 1 | 50 | 138 | 175 | 56 |
| 66 33 | 73 | 179 | 137 | 273 | 12 | | 35 | 429 | 61 |
| 67 78 | 126 | 214 | 321 | 601 | | 150 | 439 | 883 | 66 |
| 68 27 | 40 | 122 | 135 | 218 | 5 | | 23 | 308 | 57 |
| 69 54 | 134 | 230 | 245 | 653 | 84 | | | 902 | 64 |
| 3295 | 6172 | 11820 | 12492 | 22196 | 685 | 437 | 7204 | 33475 | 59 |
| | | | | | | | | | |
| 1 37352 | 64210 | 92551 | 81328 | 79836 | 13486 | 4986 | 84139 | 166653 | 45 |
| 2 2973 | 6468 | 13201 | 12380 | 26304 | 747 | 95 | 2032 | 38916 | 63 |
| 3 3295 | 6172 | 11820 | 12492 | 22196 | 685 | 437 | 7204 | 33475 | 59 |
| 4 43620 | 76850 | 117572 | 106200 | 128336 | 14918 | 5518 | 93375 | 239044 | 49 |
| 5 43567 | 77866 | 119756 | 103425 | 115400 | 12444 | 5678 | 91269 | 225907 | 48 |
| 6 53 | | | 2775 | 12936 | 2474 | | 2106 | 13137 | 1 |
| 7 | 1016 | 2184 | | | | 160 | | | |
| | | | | | | | | | |
| 8 9 | 16 | 24 | 22 | 26 | 3 | | | | |

divisor used is the number of *legal* teaching days.

of Roman Catholic Separate Schools.

II.—TABLE B.—The

NUMBER OF PUPILS IN THE

| COUNTIES (Including Incorporated Vil- lages but not Cities or Towns.) | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. |
|--|------------------------|-------------------------|-------------|-------------|-------------|-------------|-----------|----------|-------------|----------|------------|
| | 1st Reader, Part I. | 1st Reader, Part II. | 2nd Reader. | 3rd Reader. | 4th Reader. | 5th Reader. | | | | | |
| 1 Brant..... | 695 | 582 | 847 | 1167 | 774 | 189 | 4254 | 4254 | 4254 | 4254 | 4254 |
| 2 Bruce..... | 3865 | 2932 | 3257 | 3491 | 2456 | 288 | 15520 | 15448 | 15748 | 11686 | 9456 |
| 3 Carleton..... | 2066 | 1476 | 1899 | 2419 | 1867 | 36 | 7441 | 8186 | 8211 | 4102 | 4849 |
| 4 Dufferin..... | 1404 | 938 | 1090 | 1239 | 1044 | 44 | 4962 | 5304 | 5368 | 4373 | 3362 |
| 5 Dundas..... | 1363 | 778 | 1333 | 1184 | 733 | 75 | 4695 | 4922 | 4879 | 3563 | 3203 |
| 6 Durham..... | 1544 | 901 | 1405 | 1572 | 1179 | 202 | 6448 | 6563 | 6334 | 3774 | 4248 |
| 7 Elgin..... | 1669 | 1144 | 1759 | 1720 | 1759 | 198 | 8249 | 8249 | 8249 | 8249 | 8249 |
| 8 Essex..... | 3019 | 1906 | 1960 | 1665 | 1285 | 111 | 9344 | 9524 | 9602 | 8294 | 5823 |
| 9 Frontenac..... | 1487 | 1040 | 1530 | 1411 | 1121 | 20 | 5477 | 5744 | 6405 | 4337 | 4034 |
| 10 Glengarry..... | 1482 | 768 | 1121 | 1053 | 716 | 12 | 4487 | 4591 | 4607 | 2807 | 2886 |
| 11 Grenville..... | 1006 | 830 | 1079 | 1456 | 1437 | 29 | 5247 | 5216 | 5224 | 2699 | 2915 |
| 12 Grey..... | 3637 | 2835 | 3674 | 4184 | 3056 | 180 | 14906 | 15660 | 15870 | 13106 | 8919 |
| 13 Haldimand..... | 1208 | 901 | 1379 | 1275 | 1148 | 167 | 5825 | 5751 | 5899 | 3822 | 4067 |
| 14 Haliburton..... | 413 | 276 | 329 | 322 | 169 | ..... | 1337 | 1316 | 1249 | 354 | 679 |
| 15 Halton..... | 1137 | 840 | 976 | 1050 | 872 | 103 | 4974 | 4972 | 4961 | 4703 | 2795 |
| 16 Hastings..... | 2974 | 1969 | 2080 | 1961 | 1093 | 200 | 9224 | 9306 | 9792 | 8994 | 6207 |
| 17 Huron..... | 3197 | 2355 | 2894 | 3997 | 3339 | 410 | 15204 | 15175 | 15276 | 13328 | 10685 |
| 18 Kent..... | 2303 | 1632 | 2115 | 2279 | 1757 | 151 | 9490 | 9306 | 9475 | 6732 | 6230 |
| 19 Lambton..... | 2976 | 2045 | 2220 | 2188 | 1979 | 265 | 10824 | 11253 | 11356 | 9304 | 7135 |
| 20 Lanark..... | 1486 | 1108 | 1360 | 1626 | 980 | 82 | 5747 | 5965 | 6120 | 4796 | 4016 |
| 21 Leeds..... | 1407 | 1042 | 1341 | 1780 | 1496 | 58 | 5644 | 5967 | 6024 | 3439 | 4354 |
| 22 Lennox and Addington..... | 1075 | 751 | 974 | 1661 | 1206 | 53 | 5280 | 5504 | 5429 | 3880 | 3429 |
| 23 Lincoln..... | 902 | 711 | 958 | 1133 | 966 | 60 | 4346 | 4508 | 4504 | 3440 | 3372 |
| 24 Middlesex..... | 3100 | 2379 | 2995 | 3107 | 2472 | 494 | 13260 | 14105 | 14022 | 12469 | 8590 |
| 25 Norfolk..... | 1584 | 1080 | 1687 | 1681 | 1648 | 154 | 6648 | 7041 | 7173 | 4649 | 4904 |
| 26 Northumberland..... | 1700 | 1272 | 1734 | 1948 | 1500 | 103 | 7915 | 7593 | 7757 | 5219 | 5422 |
| 27 Ontario..... | 2117 | 1430 | 1775 | 2296 | 2202 | 100 | 8854 | 9364 | 9102 | 7257 | 5468 |
| 28 Oxford..... | 1756 | 1392 | 1674 | 2139 | 1774 | 205 | 8312 | 8497 | 8556 | 5527 | 5398 |
| 29 Peel..... | 1300 | 1152 | 1135 | 1146 | 908 | 50 | 4937 | 5311 | 5177 | 3856 | 3136 |
| 30 Perth..... | 1759 | 1272 | 1619 | 2652 | 1046 | 627 | 8360 | 8328 | 8424 | 5297 | 4964 |
| 31 Peterborough..... | 1298 | 946 | 1271 | 1314 | 867 | 35 | 4665 | 5112 | 5189 | 3383 | 3951 |
| 32 Prescott and Russell..... | 3721 | 1653 | 1718 | 1699 | 1293 | 98 | 7992 | 8906 | 9158 | 5499 | 5067 |
| 33 Prince Edward..... | 650 | 527 | 876 | 867 | 1141 | 72 | 3712 | 3958 | 3889 | 3248 | 3157 |
| 34 Renfrew..... | 2324 | 1493 | 1980 | 1994 | 1599 | 68 | 7299 | 7900 | 8050 | 5569 | 5287 |
| 35 Simcoe..... | 4230 | 2920 | 3765 | 3654 | 2785 | 204 | 15717 | 16442 | 16445 | 11991 | 9916 |
| 36 Stormont..... | 1098 | 749 | 1190 | 1164 | 664 | ..... | 4640 | 4571 | 4388 | 2091 | 2994 |
| 37 Victoria..... | 2082 | 1479 | 2069 | 2115 | 1841 | 90 | 8634 | 8903 | 8731 | 5294 | 5406 |
| 38 Waterloo..... | 2037 | 1324 | 1659 | 2092 | 1182 | 93 | 6820 | 8327 | 8276 | 7244 | 5799 |
| 39 Welling..... | 1118 | 781 | 997 | 1329 | 1426 | 126 | 5018 | 5320 | 5287 | 4461 | 3657 |
| 40 Wellington..... | 2668 | 2109 | 2654 | 2874 | 1958 | 289 | 11699 | 12029 | 12060 | 9380 | 7699 |
| 41 Wentworth..... | 1225 | 807 | 1203 | 1579 | 1418 | 66 | 5853 | 6159 | 5993 | 3724 | 3773 |
| 42 York..... | 3134 | 1998 | 2889 | 3118 | 2635 | 146 | 12339 | 12861 | 12740 | 10779 | 8504 |
| 43 Districts..... | 2446 | 1850 | 2234 | 1898 | 757 | 24 | 7669 | 7876 | 7922 | 4445 | 4528 |
| Total..... | 83662 | 58373 | 74704 | 82499 | 63548 | 5977 | 329268 | 341786 | 343175 | 255418 | 222787 |
| CITIES. | | | | | | | | | | | |
| 1 Belleville..... | 557 | 392 | 418 | 499 | 327 | ..... | 2148 | 2193 | 2173 | 2100 | 1285 |
| 2 Brantford..... | 545 | 444 | 379 | 726 | 400 | ..... | 2494 | 2494 | 2494 | 2494 | 2352 |
| 3 Guelph..... | 422 | 274 | 313 | 780 | 393 | ..... | 2063 | 2004 | 2025 | 1854 | 1515 |
| 4 Hamilton..... | 2527 | 1222 | 1541 | 2017 | 1048 | 335 | 8260 | 8260 | 8690 | 8556 | 5176 |
| 5 Kingston..... | 846 | 468 | 502 | 814 | 581 | 246 | 3371 | 3316 | 3363 | 3369 | 2558 |
| 6 London..... | 1468 | 1041 | 1193 | 1617 | 807 | ..... | 5893 | 5778 | 5636 | 4551 | 4260 |
| 7 Ottawa..... | 1493 | 1316 | 1356 | 1269 | 1031 | 33 | 5284 | 5131 | 5960 | 5753 | 3972 |
| 8 St. Catharines..... | 519 | 312 | 385 | 447 | 386 | 41 | 2090 | 2026 | 2090 | 1897 | 1946 |
| 9 St. Thomas..... | 621 | 450 | 535 | 538 | 286 | ..... | 2430 | 2430 | 2430 | 2430 | 1835 |
| 10 Stratford..... | 527 | 240 | 292 | 575 | 274 | ..... | 1857 | 1918 | 1918 | 1863 | 1357 |
| 11 Toronto..... | 6630 | 3691 | 5452 | 4560 | 2634 | 1038 | 24005 | 24005 | 24005 | 22994 | 20143 |
| Total..... | 16155 | 9850 | 12366 | 13842 | 8167 | 1693 | 59895 | 59645 | 60784 | 57861 | 46399 |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| | Music. | Grammar and Composition. | English History. | Canadian History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for Girls.) | Drill and Calis- thenics. | Book-keeping. | Algebra. | Geometry and Mensuration. | Euclid. | Elementary Physics. | Agriculture. |
|---|--------|-----------------------------|------------------|-------------------|-----------------|----------------------------|----------------------------------|------------------------------|---------------|----------|------------------------------|---------|------------------------|--------------|
| 1 | 1540 | 2121 | 979 | 1351 | 1173 | 559 | 46 | 1764 | 247 | 203 | 581 | 164 | 83 | ... |
| 2 | 4523 | 7042 | 2487 | 4105 | 6159 | 1954 | 172 | 2865 | 458 | 342 | 775 | 315 | 173 | ... |
| 3 | 1783 | 4141 | 1238 | 942 | 1968 | 182 | 120 | 854 | 206 | 208 | 286 | 219 | 88 | 66 |
| 4 | 2569 | 3030 | 1077 | 1450 | 2506 | 985 | ..... | 2050 | 66 | 62 | 221 | 62 | 33 | 90 |
| 5 | 1267 | 2812 | 1022 | 1263 | 1444 | 247 | ..... | 689 | 55 | 90 | 76 | 79 | 25 | ... |
| 6 | 446 | 3371 | 1112 | 1002 | 1184 | 469 | 34 | 741 | 195 | 218 | 305 | 199 | 54 | ... |
| 7 | 2252 | 8249 | 1845 | 2689 | 5237 | 609 | ..... | 3789 | 491 | 207 | 664 | 193 | 99 | ... |
| 8 | 2855 | 4724 | 1623 | 2162 | 5190 | 1769 | 451 | 3765 | 107 | 112 | 298 | 84 | 32 | ... |
| 9 | 1427 | 2876 | 954 | 1115 | 1896 | 240 | 114 | 790 | 103 | 50 | 243 | 37 | 4 | ... |
| 0 | 609 | 2460 | 745 | 676 | 3205 | 352 | 12 | 319 | 70 | 22 | 42 | 20 | ..... | ... |
| 1 | 658 | 2527 | 996 | 804 | 970 | 263 | 93 | 514 | 82 | 48 | 155 | 53 | 25 | 55 |
| 2 | 5453 | 8134 | 2922 | 3853 | 5785 | 2034 | 226 | 3375 | 539 | 304 | 584 | 303 | 220 | 180 |
| 3 | 1189 | 2797 | 1154 | 935 | 2272 | 278 | ..... | 2456 | 131 | 143 | 429 | 136 | 94 | ... |
| 4 | 93 | 449 | 206 | 164 | 137 | 79 | ..... | 30 | 5 | 7 | 7 | 7 | ..... | ... |
| 5 | 1926 | 2259 | 929 | 776 | 2695 | 940 | 29 | 1526 | 189 | 127 | 255 | 122 | 65 | 33 |
| 6 | 3537 | 5508 | 1073 | 1355 | 4512 | 2295 | 72 | 4696 | 255 | 199 | 466 | 187 | 138 | ... |
| 7 | 7070 | 9007 | 3742 | 4818 | 7932 | 5387 | 83 | 4773 | 590 | 591 | 2014 | 562 | 225 | 12 |
| 8 | 3347 | 5034 | 1824 | 1763 | 3844 | 1709 | 24 | 2211 | 350 | 222 | 738 | 185 | 150 | ... |
| 9 | 3621 | 7415 | 2316 | 2858 | 5032 | 1513 | 24 | 2724 | 283 | 238 | 413 | 222 | 169 | 109 |
| 0 | 557 | 3244 | 1171 | 1371 | 2473 | 107 | 4 | 542 | 119 | 104 | 186 | 104 | 21 | ... |
| 1 | 919 | 3557 | 1516 | 1119 | 1549 | 282 | ..... | 1003 | 156 | 107 | 217 | 111 | 27 | ... |
| 2 | 878 | 3135 | 1275 | 1022 | 1183 | 320 | 5 | 889 | 108 | 63 | 127 | 60 | 85 | 20 |
| 3 | 1165 | 2795 | 1045 | 799 | 1724 | 945 | ..... | 1846 | 112 | 77 | 190 | 61 | 47 | ... |
| 4 | 5178 | 8475 | 2885 | 2296 | 5221 | 3334 | 218 | 6070 | 515 | 455 | 924 | 456 | 308 | 50 |
| 5 | 2285 | 3522 | 1413 | 1191 | 1035 | 568 | ..... | 1686 | 391 | 155 | 345 | 165 | 124 | 134 |
| 6 | 1189 | 3925 | 1758 | 1720 | 2494 | 357 | ..... | 2133 | 289 | 141 | 428 | 131 | 51 | ... |
| 7 | 3495 | 5018 | 1839 | 1369 | 3679 | 932 | 38 | 2295 | 296 | 224 | 476 | 190 | 68 | 80 |
| 8 | 1529 | 4974 | 2132 | 1948 | 2844 | 1128 | 13 | 1866 | 374 | 280 | 744 | 242 | 320 | 80 |
| 9 | 1775 | 2399 | 1278 | 1332 | 1810 | 721 | 50 | 1555 | 142 | 69 | 202 | 76 | 1 | ... |
| 0 | 3222 | 4546 | 1525 | 1650 | 2997 | 749 | 105 | 2007 | 121 | 502 | 1047 | 515 | 22 | ... |
| 1 | 773 | 2920 | 718 | 735 | 978 | 96 | ..... | 559 | 99 | 51 | 108 | 48 | 11 | 71 |
| 2 | 1890 | 3889 | 883 | 1100 | 4657 | 169 | 78 | 1972 | 107 | 82 | 188 | 32 | 87 | 2 |
| 3 | 524 | 2534 | 1105 | 1096 | 1254 | 1920 | ..... | 1031 | 231 | 95 | 259 | 91 | 52 | ... |
| 4 | 1315 | 5089 | 1501 | 1677 | 2861 | 141 | 70 | 604 | 188 | 69 | 40 | 45 | 10 | ... |
| 5 | 6471 | 8398 | 2980 | 3593 | 7104 | 3898 | 304 | 7213 | 500 | 278 | 879 | 259 | 145 | 89 |
| 6 | 362 | 2124 | 695 | 498 | 1183 | 281 | 92 | 469 | 90 | 78 | 157 | 46 | 25 | ... |
| 7 | 3257 | 3421 | 1821 | 1497 | 2028 | 676 | 43 | 1519 | 135 | 170 | 398 | 148 | 61 | ... |
| 8 | 4930 | 4489 | 1198 | 1733 | 4407 | 1725 | 363 | 2660 | 424 | 183 | 657 | 118 | 150 | 106 |
| 9 | 2312 | 3295 | 1191 | 1214 | 2245 | 1169 | 22 | 2163 | 287 | 88 | 259 | 84 | 155 | 123 |
| 0 | 3033 | 6033 | 2228 | 3511 | 4082 | 1237 | ..... | 2374 | 211 | 212 | 616 | 211 | 97 | ... |
| 1 | 1768 | 3385 | 1402 | 1110 | 1638 | 530 | 24 | 1080 | 224 | 114 | 451 | 103 | 155 | 135 |
| 2 | 6286 | 7305 | 2872 | 2688 | 7011 | 2596 | 536 | 5234 | 309 | 248 | 469 | 170 | 51 | 54 |
| 3 | 2673 | 3256 | 789 | 1258 | 2926 | 1270 | 214 | 1427 | 84 | 29 | 157 | 32 | 4 | ... |
| | | | | | | | | | | | | | | |
| | 103991 | 185484 | 65464 | 71518 | 132524 | 47015 | 3679 | 90128 | 9934 | 7267 | 18076 | 6647 | 3754 | 1489 |
| | | | | | | | | | | | | | | |
| 1 | 1553 | 1243 | 327 | 213 | 1265 | 228 | 80 | 1672 | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 2350 | 1140 | 486 | 869 | 1897 | 1658 | 42 | 2263 | 139 | 30 | 10 | ..... | ..... | ..... |
| 3 | 1576 | 1271 | 655 | 290 | 998 | 284 | 128 | 1771 | 13 | 19 | 19 | 4 | ..... | ..... |
| 4 | 4678 | 4653 | 1625 | 2649 | 5344 | 390 | 790 | 5802 | 297 | 96 | 120 | 96 | 10 | ..... |
| 5 | 3103 | 2231 | 871 | 1370 | 2186 | 1222 | 487 | 2040 | 127 | 288 | 288 | 288 | 222 | 16 |
| 6 | 6048 | 2966 | 1668 | 620 | 1691 | 1502 | 411 | 2121 | 75 | 38 | 38 | 20 | ..... | ..... |
| 7 | 5255 | 3964 | 530 | 1895 | 2670 | 831 | 1408 | 2710 | 420 | 516 | 351 | 429 | ..... | ..... |
| 8 | 2030 | 1897 | 320 | 368 | 1663 | 592 | 113 | 2090 | 180 | ..... | ..... | 41 | ..... | ..... |
| 9 | 1074 | 1650 | 286 | 154 | 1587 | 241 | 152 | 331 | 109 | ..... | ..... | ..... | ..... | ..... |
| 0 | 1169 | 1141 | 265 | 256 | 1080 | ..... | 81 | 758 | 3 | ..... | ..... | ..... | ..... | ..... |
| 1 | 2324 | 17252 | 2461 | 3338 | 17670 | 12825 | 5541 | 21987 | 1969 | 1874 | 2065 | 932 | 62 | ..... |
| | | | | | | | | | | | | | | |
| | 54148 | 39408 | 9494 | 12022 | 38051 | 19773 | 9233 | 43545 | 3332 | 2861 | 2891 | 1810 | 294 | 16 |

NUMBER OF PUPILS IN THE

| TOWNS. | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. |
|--------------------------|------------------------|-------------------------|-------------|-------------|-------------|-------------|-----------|----------|-------------|----------|------------|
| | 1st Reader, Part I. | 1st Reader, Part II. | 2nd Reader. | 3rd Reader. | 4th Reader. | 5th Reader. | | | | | |
| 1 Almonte | 180 | 133 | 203 | 164 | 108 | ..... | 788 | 788 | 788 | 788 | 478 |
| 2 Amherstburg | 154 | 140 | 128 | 127 | 118 | 18 | 693 | 735 | 735 | 569 | 408 |
| 3 Barrie | 385 | 202 | 272 | 238 | 203 | ..... | 1300 | 1300 | 1300 | 1270 | 690 |
| 4 Berlin | 405 | 168 | 222 | 165 | 151 | ..... | 1074 | 1018 | 1081 | 1018 | 497 |
| 5 Blenheim | 83 | 22 | 115 | 71 | 62 | 28 | 298 | 381 | 381 | 381 | 283 |
| 6 Bothwell | 63 | 49 | 45 | 43 | 23 | 17 | 166 | 240 | 240 | 240 | 117 |
| 7 Bowmanville | 228 | 125 | 214 | 140 | 127 | ..... | 671 | 834 | 834 | 721 | 403 |
| 8 Brampton | 172 | 265 | 170 | 138 | 109 | ..... | 682 | 713 | 854 | 732 | 417 |
| 9 Brockville | 524 | 244 | 352 | 422 | 175 | 13 | 1730 | 1730 | 1730 | 1730 | 953 |
| 10 Chatham | 509 | 362 | 456 | 429 | 390 | ..... | 2144 | 2144 | 2144 | 2144 | 1530 |
| 11 Clinton | 177 | 135 | 106 | 155 | 100 | ..... | 517 | 673 | 673 | 673 | 430 |
| 12 Cobourg | 201 | 181 | 211 | 225 | 143 | 6 | 967 | 967 | 967 | 967 | 777 |
| 13 Collingwood | 393 | 95 | 260 | 346 | 134 | ..... | 1228 | 1228 | 1228 | 1228 | 943 |
| 14 Cornwall | 555 | 211 | 325 | 231 | 149 | ..... | 1431 | 1431 | 1431 | 1431 | 653 |
| 15 Dresden | 132 | 103 | 113 | 89 | 113 | 22 | 572 | 572 | 572 | 572 | 453 |
| 16 Dundas | 208 | 172 | 124 | 179 | 220 | ..... | 730 | 750 | 699 | 865 | 517 |
| 17 Durham | 75 | 39 | 56 | 76 | 47 | 21 | 238 | 314 | 314 | 314 | 233 |
| 18 Galt | 389 | 208 | 286 | 411 | 194 | ..... | 1298 | 1464 | 1449 | 1249 | 843 |
| 19 Goderich | 210 | 189 | 218 | 233 | 175 | ..... | 1024 | 1024 | 1024 | 683 | 723 |
| 20 Harriston | 151 | 91 | 116 | 96 | 82 | ..... | 536 | 536 | 536 | 385 | 383 |
| 21 Ingersoll | 259 | 108 | 201 | 207 | 196 | ..... | 971 | 971 | 971 | 905 | 900 |
| 22 Kincardine | 169 | 120 | 189 | 276 | 109 | ..... | 793 | 863 | 863 | 863 | 590 |
| 23 Lindsay | 352 | 197 | 255 | 327 | 239 | 45 | 1401 | 1322 | 1436 | 1369 | 940 |
| 24 Listowel | 154 | 86 | 143 | 209 | 68 | ..... | 660 | 660 | 660 | 506 | 504 |
| 25 Meaford | 143 | 64 | 161 | 134 | 87 | 7 | 453 | 453 | 596 | 347 | 34 |
| 26 Milton | 131 | 65 | 69 | 65 | 34 | 20 | 384 | 384 | 384 | 384 | 253 |
| 27 Mitchell | 148 | 91 | 87 | 174 | 53 | ..... | 500 | 553 | 553 | 553 | 300 |
| 28 Mount Forest | 189 | 61 | 166 | 152 | 70 | 6 | 590 | 590 | 590 | 644 | 390 |
| 29 Napanee | 153 | 124 | 189 | 191 | 186 | ..... | 710 | 843 | 843 | 843 | 477 |
| 30 Newmarket | 133 | 72 | 110 | 105 | 97 | ..... | 473 | 439 | 517 | 420 | 260 |
| 31 Niagara | 48 | 35 | 55 | 68 | 48 | ..... | 206 | 206 | 206 | 254 | 200 |
| 32 Niagara Falls | 142 | 134 | 100 | 98 | 134 | 5 | 465 | 465 | 465 | 465 | 180 |
| 33 Oakville | 77 | 81 | 94 | 77 | 73 | ..... | 402 | 402 | 402 | 402 | 240 |
| 34 Orangeville | 202 | 136 | 139 | 159 | 129 | ..... | 765 | 765 | 765 | 765 | 500 |
| 35 Orillia | 312 | 224 | 180 | 197 | 167 | ..... | 837 | 1080 | 1080 | 990 | 52 |
| 36 Oshawa | 257 | 137 | 250 | 259 | 96 | ..... | 865 | 965 | 962 | 942 | 61 |
| 37 Owen Sound | 311 | 170 | 294 | 285 | 183 | ..... | 1243 | 1243 | 1243 | 1243 | 880 |
| 38 Palmerston | 36 | 192 | 67 | 114 | 63 | 25 | 497 | 497 | 461 | 269 | 26 |
| 39 Parkdale | 302 | 154 | 163 | 175 | 128 | 53 | 975 | 975 | 975 | 975 | 670 |
| 40 Paris | 178 | 110 | 136 | 210 | 111 | ..... | 745 | 649 | 701 | 541 | 590 |
| 41 Parkhill | 102 | 75 | 115 | 93 | 75 | ..... | 358 | 369 | 460 | 305 | 280 |
| 42 Pembroke | 327 | 129 | 175 | 125 | 171 | ..... | 927 | 927 | 927 | 903 | 520 |
| 43 Penetanguishene | 67 | 119 | 47 | 17 | 21 | 7 | 251 | 251 | 278 | 211 | 9 |
| 44 Perth | 148 | 81 | 197 | 156 | 132 | ..... | 621 | 674 | 714 | 637 | 680 |
| 45 Peterboro' | 680 | 298 | 443 | 423 | 301 | ..... | 2105 | 2105 | 2105 | 2105 | 1600 |
| 46 Petrolea | 317 | 168 | 231 | 151 | 174 | ..... | 1041 | 1041 | 1041 | 934 | 850 |
| 47 Picton | 140 | 89 | 135 | 118 | 106 | ..... | 542 | 588 | 573 | 542 | 350 |
| 48 Port Arthur | 264 | 110 | 110 | 87 | 92 | 7 | 653 | 670 | 670 | 541 | 360 |
| 49 Port Hope | 176 | 223 | 194 | 231 | 248 | ..... | 1016 | 1016 | 1072 | 673 | 670 |
| 50 Prescott | 148 | 94 | 88 | 105 | 176 | ..... | 561 | 611 | 611 | 611 | 460 |
| 51 Ridgetown | 127 | 62 | 133 | 111 | 105 | ..... | 516 | 538 | 538 | 538 | 340 |
| 52 Sandwich | 57 | 39 | 45 | 68 | 23 | ..... | 201 | 228 | 208 | 196 | 190 |
| 53 Sarnia | 392 | 227 | 244 | 285 | 205 | ..... | 1228 | 1353 | 1353 | 1157 | 1210 |
| 54 Seaforth | 96 | 146 | 136 | 159 | 128 | ..... | 569 | 665 | 665 | 665 | 360 |
| 55 Simcoe | 144 | 50 | 150 | 120 | 112 | ..... | 576 | 576 | 576 | 232 | 350 |
| 56 Smith's Falls | 139 | 164 | 78 | 113 | 73 | ..... | 506 | 428 | 428 | 521 | 380 |
| 57 St. Mary's | 173 | 170 | 185 | 266 | 164 | ..... | 954 | 954 | 954 | 834 | 580 |
| 58 Strathroy | 187 | 126 | 169 | 148 | 167 | ..... | 797 | 797 | 797 | 797 | 480 |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| | Music. | Grammar and Composition. | English History. | Canadian History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for girls). | Drill and Calisthenics. | Book-keeping. | Algebra. | Geometry and Mensuration. | Euclid. | Elementary Physics. | Agriculture. |
|---|--------|--------------------------|------------------|-------------------|-----------------|-------------------------|-------------------------------|-------------------------|---------------|----------|---------------------------|---------|---------------------|--------------|
| 1 | 122 | 322 | 108 | 120 | 364 | ..... | ..... | 122 | 3 | ..... | ..... | ..... | ..... | ..... |
| 2 | 336 | 362 | 153 | 148 | 319 | ..... | 160 | 562 | 75 | 18 | 18 | 18 | 18 | ..... |
| 3 | 406 | 535 | 100 | 202 | 80 | ..... | 38 | 190 | 34 | ..... | ..... | ..... | ..... | ..... |
| 4 | 712 | 343 | 141 | 190 | 921 | 133 | 120 | 146 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | 218 | 161 | 90 | 64 | 87 | ..... | ..... | ..... | 66 | 28 | 66 | 28 | 28 | ..... |
| 6 | 240 | 117 | 40 | 40 | ..... | ..... | 30 | 240 | 17 | 17 | 40 | 17 | 17 | ..... |
| 7 | ..... | 303 | 71 | ..... | 127 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | 806 | 315 | 109 | 247 | 607 | 391 | ..... | 806 | ..... | ..... | ..... | ..... | ..... | ..... |
| 9 | 30 | 958 | 188 | 74 | 249 | 88 | 209 | 209 | 13 | 13 | 13 | 13 | ..... | ..... |
| 0 | 1715 | 1479 | 284 | 471 | 1721 | 430 | 480 | 1033 | 339 | ..... | ..... | ..... | ..... | ..... |
| 1 | 675 | 255 | 73 | 130 | 600 | 255 | ..... | 673 | 40 | ..... | ..... | ..... | ..... | ..... |
| 2 | 295 | 564 | 149 | 262 | 740 | 70 | ..... | 295 | 37 | 37 | 37 | 20 | ..... | ..... |
| 3 | ..... | 605 | 134 | 176 | 1094 | ..... | ..... | 1228 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | 980 | 579 | 157 | 258 | 540 | ..... | 378 | 378 | ..... | 20 | 530 | ..... | ..... | ..... |
| 5 | 453 | 303 | 135 | ..... | ..... | ..... | ..... | 572 | 22 | 22 | 22 | 22 | ..... | ..... |
| 6 | 633 | 542 | 440 | 415 | 387 | 90 | ..... | 459 | 14 | ..... | ..... | ..... | ..... | ..... |
| 7 | 314 | 238 | 84 | 68 | 230 | 68 | ..... | 68 | 21 | 21 | 21 | 21 | 21 | ..... |
| 8 | 654 | 646 | 255 | 322 | 751 | 604 | ..... | 592 | 9 | 20 | 6 | 6 | ..... | ..... |
| 9 | 155 | 442 | 235 | 272 | 582 | 62 | 76 | 155 | 108 | ..... | ..... | ..... | ..... | ..... |
| 0 | 294 | 294 | 82 | 142 | 303 | 142 | ..... | 294 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1 | 971 | 905 | 196 | 146 | 644 | 375 | ..... | 866 | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 316 | 510 | 140 | 65 | 653 | 65 | ..... | 175 | 28 | ..... | ..... | ..... | ..... | ..... |
| 3 | 861 | 792 | 291 | 272 | 259 | ..... | ..... | 1197 | 118 | 62 | 145 | 55 | 44 | ..... |
| 4 | ..... | 277 | 68 | 60 | 240 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | 410 | 453 | 82 | 57 | 347 | ..... | ..... | ..... | 12 | 12 | 12 | 12 | ..... | ..... |
| 6 | 384 | 310 | 54 | 119 | 364 | 188 | ..... | 384 | 119 | 20 | 20 | 20 | 20 | ..... |
| 7 | ..... | 301 | 53 | 53 | 459 | 52 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | 135 | 228 | 76 | 147 | 644 | 76 | ..... | 455 | 11 | 6 | 6 | 6 | ..... | ..... |
| 9 | 492 | 428 | 186 | 82 | 201 | ..... | ..... | 373 | 12 | ..... | ..... | ..... | ..... | ..... |
| 0 | 283 | 264 | 65 | 142 | 339 | ..... | ..... | 405 | ..... | ..... | ..... | ..... | ..... | ..... |
| 1 | ..... | 148 | 72 | 72 | 106 | 72 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 358 | 181 | 107 | 107 | 465 | 465 | ..... | 465 | ..... | ..... | 107 | ..... | ..... | ..... |
| 3 | 278 | 245 | 73 | 73 | 283 | ..... | 20 | 65 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | 558 | 765 | 129 | 288 | 636 | ..... | ..... | 702 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | 478 | 526 | 103 | 295 | 591 | ..... | ..... | 188 | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | 137 | 511 | 111 | 280 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | 97 | 478 | 468 | 468 | 490 | 1243 | ..... | 97 | 17 | ..... | ..... | ..... | ..... | ..... |
| 8 | 447 | 269 | 75 | 70 | ..... | ..... | ..... | 497 | 12 | 12 | 12 | 12 | ..... | ..... |
| 9 | 975 | 519 | 181 | 181 | 794 | 673 | 342 | 485 | 53 | 53 | 53 | 53 | 53 | 53 |
| 0 | 88 | 438 | 198 | 114 | 175 | ..... | 13 | 88 | 4 | ..... | ..... | ..... | ..... | ..... |
| 1 | 79 | 186 | 75 | 39 | ..... | ..... | ..... | 79 | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 503 | 697 | 173 | 232 | 733 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 3 | 260 | 92 | 28 | 28 | 64 | ..... | ..... | ..... | 7 | 7 | 35 | 7 | 2 | ..... |
| 4 | 393 | 674 | 132 | 208 | 308 | ..... | ..... | 573 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | 402 | 1336 | 409 | 283 | 1885 | 521 | 319 | 521 | 37 | 28 | 982 | 8 | 8 | ..... |
| 6 | 619 | 714 | 174 | 240 | 646 | ..... | ..... | 1041 | 89 | ..... | ..... | ..... | ..... | ..... |
| 7 | 558 | 338 | 106 | 71 | 286 | 92 | ..... | 508 | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | 198 | 296 | 136 | 170 | 99 | 198 | 44 | 183 | 7 | 7 | 7 | 7 | ..... | ..... |
| 9 | ..... | 576 | 158 | 248 | ..... | ..... | ..... | 479 | 83 | ..... | ..... | ..... | ..... | ..... |
| 0 | 611 | 480 | 177 | 90 | 377 | ..... | ..... | 205 | 17 | ..... | ..... | ..... | ..... | ..... |
| 1 | 404 | 216 | 67 | 216 | 189 | 67 | ..... | 538 | ..... | ..... | ..... | ..... | ..... | ..... |
| 2 | 232 | 133 | 54 | 85 | 232 | 232 | 70 | 232 | 8 | ..... | ..... | ..... | ..... | ..... |
| 3 | 1119 | 661 | 195 | 168 | 910 | 105 | 109 | 971 | ..... | ..... | ..... | ..... | ..... | ..... |
| 4 | 369 | 287 | 128 | 60 | 665 | ..... | ..... | 169 | ..... | ..... | ..... | ..... | ..... | ..... |
| 5 | 462 | 250 | 112 | 112 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 6 | 494 | 257 | 73 | 131 | 494 | ..... | ..... | 344 | ..... | ..... | ..... | ..... | ..... | ..... |
| 7 | 604 | 521 | 164 | 467 | 668 | ..... | ..... | 88 | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 | 797 | 484 | 85 | 82 | 630 | ..... | ..... | 797 | ..... | ..... | ..... | ..... | ..... | ..... |

II.—TABLE B.—The

NUMBER OF PUPILS IN THE

| TOWNS. | READING. | | | | | | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. |
|---|------------------------|-------------------------|-------------|-------------|-------------|------------------|-----------|----------|-------------|----------|------------|
| | 1st Reader, Part I. | 1st Reader, Part II. | 2nd Reader. | 3rd Reader. | 4th Reader. | 5th Reader. | | | | | |
| 59 Thorold | 160 | 111 | 152 | 167 | 91 | 23 | 624 | 624 | 704 | 663 | 50 |
| 60 Tilsonburg | 179 | 76 | 51 | 95 | 78 | ..... | 479 | 479 | 479 | 479 | 47 |
| 61 Trenton | 360 | 233 | 182 | 177 | 89 | ..... | 1041 | 1041 | 1041 | 1041 | 78 |
| 62 Uxbridge | 172 | 74 | 80 | 91 | 80 | ..... | 497 | 497 | 497 | 497 | 32 |
| 63 Walkerton | 234 | 57 | 154 | 122 | 98 | ..... | 598 | 665 | 665 | 568 | 33 |
| 64 Waterloo | 138 | 83 | 111 | 110 | 118 | ..... | 560 | 560 | 560 | 560 | 56 |
| 65 Welland | 46 | 55 | 21 | 133 | 58 | ..... | 313 | 313 | 313 | 212 | 19 |
| 66 Whitby | 161 | 84 | 103 | 181 | 178 | ..... | 577 | 707 | 707 | 656 | 42 |
| 67 Windsor | 372 | 195 | 278 | 287 | 208 | ..... | 1038 | 1266 | 1261 | 1149 | 94 |
| 68 Wingham | 91 | 72 | 89 | 154 | 103 | 38 | 547 | 547 | 547 | 547 | 38 |
| 69 Woodstock | 399 | 239 | 305 | 266 | 191 | ..... | 1400 | 1400 | 1400 | 1400 | 81 |
| Total | 14836 | 9144 | 11441 | 12019 | 8859 | 361 | 53118 | 55057 | 55797 | 51691 | 3703 |
| TOTALS. | | | | | | | | | | | |
| 1 Total Counties, etc. | 83662 | 58373 | 74704 | 82499 | 63548 | 5977 | 329268 | 341786 | 343175 | 255418 | 2227 |
| 2 " Cities. | 16155 | 9850 | 12366 | 13842 | 8167 | 1693 | 59895 | 59645 | 60784 | 57861 | 463 |
| 3 " Towns. | 14836 | 9144 | 11441 | 12019 | 8859 | 361 | 53118 | 55057 | 55797 | 51691 | 3703 |
| 4 Grand total, 1886 | 114653 | 77367 | 98511 | 108360 | 80574 | 8031 | 442281 | 456488 | 459756 | 364970 | 3062 |
| 5 " 1885 | 108453 | 72768 | 98378 | 108984 | 74749 | 9126 | 422123 | 432225 | 437810 | 310187 | 3050 |
| 6 Increase. | 6200 | 4599 | 133 | ..... | 5825 | ..... | 20158 | 24263 | 21946 | 54783 | 11 |
| 7 Decrease. .... | ..... | ..... | ..... | 624 | ..... | 1095 | ..... | ..... | ..... | ..... | ..... |
| 8 Percentage of grand total as compared with total attendance | 24 | 16 | 20 | 22 | 17 | $1\frac{5}{100}$ | 91 | 94 | 94 | 75 | ..... |

Public Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

| Music. | Grammar and Composition. | English History. | Canadian History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (for girls). | Drill and Calisthenics. | Book-keeping. | Algebra. | Geometry and Mensuration. | Euclid. | Elementary Physics. | Agriculture. |
|----------|--------------------------|------------------|-------------------|-----------------|-------------------------|-------------------------------|-------------------------|---------------|----------|---------------------------|---------|---------------------|--------------|
| 59 610 | 414 | 114 | 312 | 505 | ..... | ..... | 180 | 94 | 17 | 79 | 17 | ..... | ..... |
| 60 479 | 224 | 173 | 78 | 361 | ..... | ..... | 479 | 25 | 25 | 25 | 25 | ..... | ..... |
| 61 433 | 781 | 89 | 89 | 550 | ..... | ..... | 701 | ..... | ..... | ..... | ..... | ..... | ..... |
| 62 246 | 325 | 80 | 80 | 325 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | ..... | ..... |
| 63 427 | 245 | 70 | 59 | 427 | ..... | ..... | 665 | ..... | ..... | ..... | ..... | ..... | ..... |
| 64 339 | 156 | 118 | 62 | 404 | ..... | ..... | ..... | ..... | ..... | 62 | ..... | ..... | ..... |
| 65 | 191 | 58 | 58 | 101 | ..... | ..... | 101 | ..... | ..... | ..... | ..... | ..... | ..... |
| 66 395 | 418 | 159 | 209 | 383 | 155 | ..... | 295 | ..... | ..... | ..... | ..... | ..... | ..... |
| 67 260 | 554 | 202 | 222 | 818 | 186 | 120 | ..... | 29 | 6 | 29 | 6 | ..... | ..... |
| 68 403 | 384 | 141 | 214 | 403 | ..... | ..... | 57 | 38 | 38 | 38 | 38 | 25 | ..... |
| 69 1400 | 1001 | 457 | 457 | 943 | 1400 | ..... | 1400 | ..... | ..... | ..... | ..... | ..... | ..... |
| 29402 | 30802 | 9863 | 11597 | 30798 | 8498 | 2528 | 25002 | 1666 | 489 | 2365 | 411 | 236 | 53 |
| 1 103991 | 185484 | 65464 | 71518 | 132524 | 47015 | 3679 | 90128 | 9934 | 7267 | 18076 | 6647 | 3754 | 1489 |
| 2 54148 | 39408 | 9494 | 12022 | 38051 | 19773 | 9233 | 43545 | 3332 | 2861 | 2891 | 1810 | 294 | 16 |
| 3 29402 | 30802 | 9863 | 11597 | 30798 | 8498 | 2528 | 25002 | 1666 | 489 | 2365 | 411 | 236 | 53 |
| 4 187541 | 255694 | 84821 | 95137 | 201373 | 75286 | 15440 | 158675 | 14932 | 10617 | 23332 | 8868 | 4284 | 1558 |
| 5 165334 | 242125 | 73331 | 67682 | 183980 | 60948 | 12276 | 142324 | 12701 | 10295 | 19865 | 8627 | 3593 | 936 |
| 6 22207 | 13569 | 11490 | 27455 | 17393 | 14338 | 3164 | 16351 | 2231 | 322 | 3467 | 241 | 691 | 622 |
| 7 ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 8 38 | 52 | 18 | 20 | 41 | 16 | 3 | 33 | 3 | 2 | 5 | 2 | 1 | 3 2 100 |

III.—TABLE C.—The Public

PUBLIC SCHOOL

| TOTALS. | TOTAL. | | | ANNUAL | |
|-----------------------------|-------------------------|-------|---------|----------------------|----------------------------------|
| | Public School Teachers. | Male. | Female. | Highest Salary paid. | Average Salary of Male Teacher.* |
| | | | | \$ | \$ |
| 1 Counties, etc | 5761 | 2440 | 3321 | 800 | 400 |
| 2 Cities | 839 | 133 | 706 | 1200 | 794 |
| 3 Towns | 764 | 154 | 610 | 1000 | 617 |
| 4 Grand total, 1886 | 7364 | 2727 | 4637 | 1200 | 424 |
| 5 " 1885 | 7218 | 2744 | 4474 | 1200 | 427 |
| 6 Increase | 146 | | 163 | | |
| 7 Decrease | | 17 | | | 3 |
| 8 Percentage of total | | 37 | 63 | | |

* In calculating the average salaries, those of such R. C. Separat

† There are, in addition, 74 teachers holding I. Class Provincia

Schools of Ontario.

TEACHERS.

| SALARIES. | | CERTIFICATES. | | | | | | | |
|------------------------------------|---|-------------------------------|------------------------|------------------------|-------------------------------|-------------------------------|------------|-------------------------|---------------------|
| Average Salary of Female Teacher.* | Number of Teachers who have attended Normal School. | Total Number of Certificates. | Provincial 1st Class.† | Provincial 2nd Class.† | 1st Class County Board (old). | 2nd Class County Board (old). | 3rd Class. | Temporary Certificates. | Other Certificates. |
| \$ | | | | | | | | | |
| 1 270 | 1429 | 5761 | 81 | 1639 | 106 | 41 | 3384 | 421 | 89 |
| 2 401 | 563 | 839 | 118 | 457 | 10 | 8 | 84 | 7 | 155 |
| 3 288 | 351 | 764 | 52 | 369 | 31 | 11 | 209 | 27 | 65 |
| 4 290 | 2343 | 7364 | 251 | 2465 | 147 | 60 | 3677 | 455 | 309 |
| 5 281 | 2161 | 7218 | 254 | 2358 | 143 | 84 | 3592 | 500 | 287 |
| 6 9 | 182 | 146 | ..... | 107 | 4 | ..... | 85 | ..... | 22 |
| 7 ..... | ..... | ..... | 3 | ..... | ..... | 24 | ..... | 45 | ..... |
| 8 | 32 | ..... | 3½ | 34 | 2 | 1 | 50 | 6 | 4 |

School Teachers as are members of religious orders, are omitted.

Certificates, and 24 holding II. Class, employed in the High Schools.

IV.—TABLE D.—The Public

| TOTALS. | TOTALS. | | | SCHOOL HOUSES. | | | | | TITLE. | |
|----------------------------|----------------------------|-------------------------|---|----------------|--------|--------|-------|--------|-----------|---------|
| | Number of School Sections. | Number of Schools open. | Number of Schools closed or not reported. | Brick. | Stone. | Frame. | Log. | Total. | Freehold. | Rented. |
| 1 Total Counties, etc..... | 5076 | 5060 | 16 | 1716 | 452 | 2302 | 607 | 5077 | 4960 | 117 |
| 2 " Cities..... | 170 | 170 | ..... | 121 | 34 | 15 | ..... | 170 | 155 | 15 |
| 3 " Towns | 207 | 207 | ..... | 139 | 28 | 40 | ..... | 207 | 201 | 6 |
| 4 Grand Total, 1886 | 5453 | 5437 | 16 | 1776 | 514 | 2357 | 607 | 5454 | 5316 | 138 |
| 5 " " 1885 | 5443 | 5395 | 48 | 1954 | 516 | 2317 | 614 | 5401 | 5279 | 122 |
| 6 Increase..... | 10 | 42 | ..... | 22 | ..... | 40 | ..... | 53 | 37 | 16 |
| 7 Decrease ..... | ..... | ..... | 32 | ..... | 2 | ..... | 7 | ..... | ..... | ..... |
| 8 Percentage of Total..... | ..... | 99 $\frac{71}{100}$ | 99 $\frac{29}{100}$ | 36 | 9 | 44 | 11 | ..... | 98 | ..... |

Schools of Ontario.

| SCHOOL VISITS. | | | | EXAMINATIONS, PRIZES. | | LECTURES. | | | PRAYERS. | Number of Trees planted on Arbor Day. | MAPS. | | AVER'GE DAYS OPEN. |
|----------------|-----------|----------------|--------|--------------------------|--|-------------|----------------|--------|--|---------------------------------------|-------------------------------|-----------------------|---|
| Inspectors. | Trustees. | Other persons. | Total. | Number of Examinations. | Number of Schools distributing Prizes. | Inspectors. | Other persons. | Total. | Number of Schools in which authorized Scripture Readings and Prayers are used. | | Number of Schools using Maps. | Total Number of Maps. | Average Number of legal Teaching days open. |
| 10369 | 13049 | 41358 | 64776 | 4894 | 1299 | 250 | 138 | 388 | 4459 | 33115 | 4901 | 36466 | 208 |
| 2667 | 2428 | 3974 | 9069 | 173 | 104 | ..... | ..... | ..... | 81 | ..... | 170 | 1809 | 204 |
| 1175 | 1892 | 4883 | 7950 | 237 | 25 | 15 | 15 | ..... | 144 | 972 | 207 | 2388 | 207 |
| 14211 | 17369 | 50215 | 81795 | 5304 | 1428 | 265 | 153 | 418 | 4684 | 34087 | 5278 | 40663 | 208 |
| 13362 | 17613 | 45644 | 76619 | 6638 | 1570 | 353 | 152 | 505 | 4743 | 38940 | 5217 | 40116 | 208 |
| 849 | ..... | 4571 | 5176 | ..... | ..... | ..... | 1 | ..... | ..... | ..... | 61 | 547 | ..... |
| .... | 244 | ..... | ..... | 1334 | 142 | 88 | ..... | 87 | 59 | 4853 | ..... | ..... | ..... |
| 17 | 22 | 61 | ..... | ..... | 26 | 64 | 37 | ..... | 85 | ..... | 97 | ..... | ..... |

V.—TABLE E.—The Public

| COUNTIES. (Including Incorporated Villages, but not Cities or Towns.) | RECEIPTS. | | | | | |
|---|---|-------------------------------|-----------|--|--|--|
| | For Teachers' Salaries. (Legislative Grant.) | | | Municipal School Grants and As- sessments. | Clergy Reserve Fund, Balances and other Sources. | Total Receipts for all Public School purposes. |
| | Public Schools. | R. C. Separate Schools. | Total. | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Brant | 2150 00 | | 2150 00 | 25079 74 | 11996 85 | 39226 59 |
| 2 Bruce | 6822 00 | 127 00 | 6949 00 | 80768 48 | 21758 83 | 109476 31 |
| 3 Carleton | 4061 50 | 430 00 | 4491 50 | 54566 39 | 18856 76 | 77914 65 |
| 4 Dufferin | 3117 00 | | 3117 00 | 33955 70 | 10286 99 | 47359 69 |
| 5 Dundas | 2520 00 | | 2520 00 | 29388 54 | 4290 66 | 36199 20 |
| 6 Durham | 3172 00 | | 3172 00 | 42772 62 | 6950 90 | 52895 52 |
| 7 Elgin | 3899 00 | | 3899 00 | 49905 07 | 17203 74 | 71007 81 |
| 8 Essex | 4060 00 | 188 00 | 4248 00 | 53300 64 | 34602 13 | 92150 77 |
| 9 Frontenac | 3268 00 | 128 00 | 3396 00 | 36083 44 | 10434 37 | 49913 81 |
| 10 Glengarry | 2448 00 | 211 00 | 2659 00 | 20848 83 | 4081 99 | 27589 82 |
| 11 Grenville | 2323 00 | 49 00 | 2372 00 | 27570 00 | 7666 51 | 37608 51 |
| 12 Grey | 7231 50 | 358 50 | 7590 00 | 79358 00 | 20115 54 | 107063 54 |
| 13 Haldimand | 2807 00 | | 2807 00 | 34903 88 | 11212 79 | 48923 67 |
| 14 Haliburton | 2141 80 | | 2141 80 | 7629 88 | 3088 49 | 12860 17 |
| 15 Halton | 2348 00 | | 2348 00 | 27612 80 | 9479 07 | 39439 87 |
| 16 Hastings | 5733 27 | | 5733 27 | 55290 78 | 18190 29 | 79214 34 |
| 17 Huron | 6942 00 | 229 00 | 7171 00 | 82691 61 | 19274 40 | 100137 01 |
| 18 Kent | 4325 00 | 239 50 | 4564 50 | 56616 10 | 25405 56 | 86586 16 |
| 19 Lambton | 4971 00 | 102 50 | 5073 50 | 73072 96 | 22977 73 | 101124 19 |
| 20 Lanark | 3679 65 | 46 50 | 3726 15 | 28425 01 | 14305 04 | 56456 20 |
| 21 Leeds | 3876 80 | 102 00 | 3978 80 | 36863 97 | 9816 14 | 50658 91 |
| 22 Lennox and Addington | 3066 50 | 66 50 | 3133 00 | 28051 26 | 10384 79 | 41569 05 |
| 23 Lincoln | 2502 00 | 88 50 | 2590 50 | 36550 23 | 12784 93 | 51925 66 |
| 24 Middlesex | 7528 00 | 117 50 | 7645 50 | 96009 03 | 32385 90 | 136040 43 |
| 25 Norfolk | 3463 00 | 10 50 | 3473 50 | 39821 72 | 19843 81 | 63139 03 |
| 26 Northumberland | 4159 50 | 101 00 | 4260 50 | 50041 06 | 12596 81 | 66898 37 |
| 27 Ontario | 5379 50 | 64 00 | 5443 50 | 56057 93 | 21495 34 | 82996 77 |
| 28 Oxford | 4134 00 | | 4134 00 | 53787 77 | 20985 61 | 78907 38 |
| 29 Peel | 2586 00 | 17 50 | 2603 50 | 31186 55 | 11768 42 | 45558 47 |
| 30 Perth | 4320 00 | 70 50 | 4390 50 | 55143 86 | 18650 27 | 78184 63 |
| 31 Peterboro' | 3217 00 | 79 00 | 3296 00 | 30553 78 | 6317 30 | 40167 08 |
| 32 Prescott and Russell | 4055 00 | 731 50 | 4786 50 | 40055 17 | 6880 63 | 51722 30 |
| 33 Prince Edward | 2089 00 | | 2089 00 | 27085 00 | 9904 27 | 39078 27 |
| 34 Renfrew | 6516 75 | 312 50 | 6829 25 | 44352 00 | 12118 19 | 63299 44 |
| 35 Simcoe | 8959 00 | 117 00 | 9076 00 | 94530 35 | 32859 92 | 136466 27 |
| 36 Stormont | 1928 00 | 188 50 | 2116 50 | 21966 47 | 3551 58 | 27634 55 |
| 37 Victoria | 5126 50 | | 5126 50 | 49228 32 | 12450 38 | 66805 20 |
| 38 Waterloo | 3668 00 | 251 00 | 3919 00 | 57041 97 | 26248 27 | 87209 24 |
| 39 Welland | 2773 00 | 38 50 | 2811 50 | 27696 18 | 21546 96 | 52054 64 |
| 40 Wellington | 5445 50 | 312 00 | 5757 50 | 71292 52 | 22096 77 | 99146 79 |
| 41 Wentworth | 3273 00 | 75 50 | 3348 50 | 33803 16 | 17093 68 | 54245 34 |
| 42 York | 7043 00 | 146 00 | 7189 00 | 73269 87 | 48267 24 | 128726 11 |
| 43 Districts | 12415 76 | 362 75 | 12778 51 | 55447 43 | 14671 63 | 82897 57 |
| Total | 185544 53 | 5361 25 | 190905 78 | 2019676 07 | 696897 48 | 2907479 33 |
| CITIES. | | | | | | |
| 1 Belleville | 1085 00 | 265 00 | 1350 00 | 11575 50 | 3268 68 | 16194 18 |
| 2 Brantford | 1591 00 | 178 00 | 1769 00 | 13739 73 | 3001 35 | 18510 08 |
| 3 Guelph | 1125 00 | 227 00 | 1352 00 | 14169 70 | 1414 14 | 16035 84 |
| 4 Hamilton | 4669 00 | 878 50 | 5547 50 | 56997 96 | 14153 41 | 76698 87 |
| 5 Kingston | 1555 00 | 513 50 | 2068 50 | 29183 92 | 1605 69 | 32858 11 |
| 6 London | 3144 00 | 489 00 | 3633 00 | 37979 37 | 16250 11 | 57862 48 |
| 7 Ottawa | 1997 00 | 2313 00 | 4310 00 | 48889 48 | 15050 39 | 68249 87 |
| 8 St. Catharines | 998 00 | 332 00 | 1330 00 | 14708 07 | 1646 80 | 17684 87 |
| 9 St. Thomas | 1461 00 | 153 50 | 1614 50 | 11525 01 | 2816 78 | 15956 26 |
| 10 Stratford | 1102 00 | 222 00 | 1324 00 | 9850 00 | 2168 67 | 13342 67 |
| 11 Toronto | 12790 00 | 2140 00 | 14930 00 | 231953 05 | 43008 71 | 289891 76 |
| Total | 31517 00 | 7711 50 | 39228 50 | 480571 79 | 104384 73 | 624185 02 |

Schools of Ontario.

EXPENDITURE.

| For Teachers' Salaries. | For Maps, Apparatus, Prizes and Libraries. | For Sites and Building School-houses. | For Rent and Repairs, Fuel and other expenses. | Total Expenditure for all Public School purposes. | Balances. | Average Cost per Pupil. | |
|-------------------------|--|---------------------------------------|--|---|-----------|-------------------------|------------------------|
| | | | | | | On Total Attendance. | On Average Attendance. |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 25581 60 | 192 56 | 1044 18 | 6880 01 | 33698 35 | 5528 24 | 7 92 | 15 85 |
| 71293 68 | 510 79 | 7721 44 | 12435 04 | 91960 95 | 17515 36 | 5 64 | 11 98 |
| 43898 72 | 951 79 | 12252 05 | 11812 73 | 68915 29 | 8999 36 | 7 06 | 16 01 |
| 23998 75 | 967 48 | 10956 78 | 5506 15 | 41429 16 | 5930 53 | 7 19 | 19 00 |
| 25456 43 | 58 95 | 2520 53 | 4394 12 | 32430 03 | 3769 17 | 5 93 | 12 94 |
| 37957 24 | 378 91 | 749 10 | 6700 23 | 45785 48 | 7110 04 | 6 73 | 15 41 |
| 44167 77 | 378 43 | 3086 91 | 11402 66 | 59035 77 | 11972 04 | 7 15 | 15 31 |
| 47643 96 | 1211 61 | 20167 96 | 10221 13 | 79244 66 | 12906 11 | 7 97 | 17 84 |
| 33434 39 | 283 19 | 3400 39 | 5839 44 | 42957 41 | 6956 40 | 6 50 | 16 81 |
| 20312 24 | 133 80 | 887 25 | 3207 92 | 24541 21 | 3048 61 | 4 77 | 11 60 |
| 26239 43 | 71 25 | 1402 23 | 5222 29 | 32935 20 | 4673 31 | 5 64 | 13 07 |
| 73928 19 | 784 31 | 3824 87 | 14443 47 | 92980 84 | 14082 70 | 5 30 | 13 00 |
| 31783 18 | 319 51 | 1271 41 | 6269 28 | 39643 38 | 9280 29 | 6 52 | 13 01 |
| 8556 77 | 56 56 | 921 89 | 1697 76 | 11232 98 | 1627 19 | 7 44 | 23 80 |
| 27887 04 | 312 25 | 1201 09 | 5644 80 | 35045 18 | 4394 69 | 7 04 | 14 09 |
| 53282 08 | 369 00 | 2675 91 | 11924 92 | 68251 91 | 10962 43 | 6 64 | 14 62 |
| 78809 22 | 952 86 | 3448 57 | 13262 58 | 96473 23 | 12663 78 | 5 96 | 12 31 |
| 48762 86 | 446 08 | 6734 33 | 12216 77 | 68160 04 | 18426 12 | 6 65 | 16 71 |
| 62883 15 | 644 10 | 8662 71 | 14161 76 | 86351 72 | 14772 47 | 7 40 | 15 18 |
| 33014 14 | 303 86 | 7264 52 | 8620 37 | 49202 89 | 7253 31 | 7 42 | 15 37 |
| 38776 30 | 173 50 | 2279 72 | 6650 05 | 42879 57 | 7779 34 | 6 02 | 13 41 |
| 29005 10 | 154 15 | 1482 11 | 5956 92 | 36598 28 | 4970 77 | 6 40 | 15 30 |
| 28621 21 | 282 12 | 4008 88 | 5983 06 | 38895 27 | 13030 39 | 8 22 | 17 37 |
| 81878 41 | 1642 07 | 14225 04 | 20370 77 | 118116 29 | 17924 14 | 8 12 | 16 48 |
| 37622 92 | 96 78 | 4032 46 | 7218 01 | 48970 17 | 14168 86 | 6 25 | 14 85 |
| 40641 95 | 239 78 | 6245 96 | 9526 02 | 56653 71 | 10244 66 | 6 86 | 14 07 |
| 48331 84 | 681 59 | 9998 69 | 13536 68 | 72548 80 | 10447 97 | 7 32 | 15 33 |
| 49082 91 | 481 93 | 1905 40 | 10042 46 | 61512 70 | 17394 68 | 6 90 | 13 53 |
| 30129 15 | 254 53 | 584 58 | 7145 55 | 38113 81 | 7444 66 | 6 70 | 15 61 |
| 45302 63 | 534 39 | 10965 27 | 9920 27 | 66722 56 | 11462 07 | 7 43 | 14 66 |
| 27596 95 | 111 10 | 2076 22 | 4947 49 | 34731 76 | 5435 32 | 6 07 | 13 67 |
| 36558 08 | 372 10 | 3694 65 | 6720 83 | 47345 66 | 4376 64 | 4 65 | 11 17 |
| 27061 86 | 177 78 | 2292 93 | 3969 79 | 33502 36 | 5575 91 | 8 10 | 16 65 |
| 39482 23 | 241 11 | 7854 00 | 7197 84 | 54775 18 | 8524 26 | 5 80 | 13 77 |
| 80661 98 | 986 80 | 17538 46 | 19848 85 | 119036 09 | 17430 18 | 6 76 | 15 66 |
| 20319 52 | 61 92 | 1261 77 | 2963 95 | 24607 16 | 3027 39 | 5 06 | 11 91 |
| 41805 39 | 994 49 | 3250 89 | 10022 24 | 56073 01 | 10732 19 | 5 70 | 13 21 |
| 47846 57 | 597 93 | 10271 12 | 9871 42 | 68587 04 | 18622 20 | 8 21 | 15 50 |
| 30137 56 | 320 84 | 769 79 | 6074 26 | 37302 45 | 14752 19 | 6 46 | 14 88 |
| 59196 29 | 1182 94 | 9761 40 | 14757 89 | 84898 52 | 14248 27 | 6 76 | 14 48 |
| 32650 11 | 225 60 | 2365 92 | 9342 60 | 44584 23 | 9661 11 | 7 08 | 15 12 |
| 69028 12 | 1011 42 | 25153 39 | 16884 42 | 112077 35 | 16648 76 | 8 05 | 17 61 |
| 48507 42 | 753 92 | 9651 82 | 11103 65 | 70016 81 | 12880 76 | 7 60 | 20 42 |
| 1804135 34 | 20906 08 | 251864 59 | 391918 45 | 2468824 46 | 438654 87 | 6 69 | 14 80 |
| 10682 98 | ..... | 515 60 | 4496 11 | 15694 69 | 499 49 | 7 16 | 12 40 |
| 10977 63 | 1394 08 | 1927 58 | 3927 12 | 18226 41 | 283 67 | 7 30 | 12 12 |
| 10131 75 | 41 25 | 1291 80 | 4042 25 | 15507 05 | 1428 79 | 7 11 | 11 26 |
| 43604 13 | 5815 96 | 12153 94 | 15022 96 | 76596 99 | 101 88 | 8 81 | 12 85 |
| 15844 72 | 333 33 | 8072 55 | 8112 00 | 32362 60 | 495 51 | 9 36 | 14 98 |
| 26941 63 | 106 60 | 1083 33 | 11548 56 | 39680 12 | 18182 36 | 6 48 | 11 11 |
| 28149 89 | 681 00 | 9837 13 | 16723 40 | 55391 42 | 12858 45 | 8 52 | 15 33 |
| 11772 56 | ..... | ..... | 3366 86 | 15139 42 | 2545 45 | 7 24 | 12 16 |
| 10458 29 | 94 75 | 260 00 | 3017 33 | 13830 37 | 2125 92 | 5 70 | 8 56 |
| 8457 20 | ..... | ..... | 4206 47 | 12663 67 | 679 00 | 6 63 | 11 10 |
| 142379 54 | 954 41 | 71917 43 | 62722 02 | 277973 40 | 11918 36 | 11 58 | 18 20 |
| 319400 32 | 9421 38 | 107059 36 | 137185 08 | 573066 14 | 51118 88 | 9 23 | 14 72 |

V.—TABLE E.—The Public

| TOWNS. | RECEIPTS. | | | | | |
|--------------------------|--|-------------------------------|---------|--|--|--|
| | For Teachers' Salaries (Legislative Grant). | | | Municipal School Grants and As- sessments. | Clergy Reserve Fund, Balances and other Sources. | Total Receipts for all Public School purposes. |
| | Public Schools. | R. C. Separate Schools. | Total. | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Almonte | 290 00 | 85 50 | 375 50 | 5989 07 | 5030 43 | 11395 00 |
| 2 Amherstburg | 156 00 | 170 00 | 326 00 | 4625 10 | 2079 80 | 7030 90 |
| 3 Barrie | 638 00 | 107 00 | 745 00 | 6136 00 | 681 40 | 7562 40 |
| 4 Berlin | 700 00 | 96 00 | 796 00 | 11576 62 | 2047 59 | 14420 21 |
| 5 Blenheim | 194 00 | ..... | 194 00 | 3017 18 | 891 20 | 4102 38 |
| 6 Bothwell | 132 00 | ..... | 132 00 | 832 00 | 2568 78 | 3532 78 |
| 7 Bowmanville | 478 00 | ..... | 478 00 | 4547 00 | 738 97 | 5763 97 |
| 8 Brampton | 585 00 | ..... | 585 00 | 3150 00 | 1030 21 | 4765 21 |
| 9 Brockville | 868 00 | 239 50 | 1107 50 | 9655 81 | 765 07 | 11528 38 |
| 10 Chatham | 1062 00 | 177 50 | 1239 50 | 14909 08 | 10743 77 | 26892 35 |
| 11 Clinton | 503 00 | ..... | 503 00 | 3350 00 | 268 74 | 4121 74 |
| 12 Cobourg | 647 00 | 176 50 | 823 50 | 4700 00 | 1244 87 | 6768 37 |
| 13 Collingwood | 718 00 | ..... | 718 00 | 5102 00 | 453 52 | 6273 52 |
| 14 Cornwall | 487 00 | 368 50 | 855 50 | 6451 63 | 883 86 | 8190 99 |
| 15 Dresden | 243 00 | ..... | 243 00 | 3000 00 | 2974 35 | 6217 35 |
| 16 Dundas | 342 00 | 155 00 | 497 00 | 7212 50 | 1581 76 | 9291 26 |
| 17 Durham | 289 00 | ..... | 289 00 | 1400 00 | 124 09 | 1813 09 |
| 18 Galt | 913 00 | 35 00 | 948 00 | 8419 35 | 5856 98 | 15224 33 |
| 19 Goderich | 626 00 | 62 50 | 688 50 | 4900 00 | 336 00 | 5924 50 |
| 20 Harriston | 252 00 | ..... | 252 00 | 2148 00 | 102 00 | 2502 00 |
| 21 Ingersoll | 647 00 | 65 50 | 712 50 | 6561 76 | 826 39 | 8100 65 |
| 22 Kincardine | 515 00 | ..... | 515 00 | 3027 50 | 987 26 | 4529 76 |
| 23 Lindsay | 585 00 | 264 50 | 849 50 | 9517 30 | 590 65 | 10957 45 |
| 24 Listowel | 359 00 | ..... | 359 00 | 3033 19 | 41 56 | 3433 75 |
| 25 Meaford | 254 00 | ..... | 254 00 | ..... | 2723 13 | 2977 13 |
| 26 Milton | 319 00 | ..... | 319 00 | 2357 00 | 461 84 | 3137 84 |
| 27 Mitchell | 462 00 | ..... | 462 00 | 3288 00 | 305 60 | 4055 60 |
| 28 Mount Forest | 428 00 | ..... | 428 00 | 2528 00 | 769 43 | 3725 43 |
| 29 Napanee | 593 00 | ..... | 593 00 | 4240 50 | 146 93 | 4980 43 |
| 30 Newmarket | 381 00 | 23 00 | 404 00 | 2575 00 | 2230 94 | 5209 94 |
| 31 Niagara | 185 00 | ..... | 185 00 | 1305 00 | 381 35 | 1871 35 |
| 32 Niagara Falls | 255 00 | 150 00 | 405 00 | 3800 00 | 9100 17 | 13305 17 |
| 33 Oakville | 190 00 | 33 00 | 223 00 | 1981 08 | 135 43 | 2339 51 |
| 34 Orangeville | 565 00 | ..... | 565 00 | 3748 02 | 886 45 | 5199 47 |
| 35 Orillia | 410 00 | 95 00 | 505 00 | 7659 24 | 290 25 | 8454 49 |
| 36 Oshawa | 497 00 | 78 50 | 575 50 | 6503 47 | 291 81 | 7370 78 |
| 37 Owen Sound | 632 00 | 35 50 | 667 50 | 10673 78 | 342 50 | 11683 78 |
| 38 Palmerston | 226 00 | ..... | 226 00 | 2000 00 | 192 92 | 2418 92 |
| 39 Parkdale | 394 00 | ..... | 394 00 | 7840 84 | 520 00 | 8754 84 |
| 40 Paris | 376 00 | 65 50 | 441 50 | 3909 00 | 4012 00 | 8362 50 |
| 41 Parkhill | 173 00 | 35 00 | 208 00 | 2705 85 | 528 93 | 3442 78 |
| 42 Pembroke | 239 00 | 177 50 | 416 50 | 5497 90 | 2125 74 | 8040 14 |
| 43 Penetanguishene | 231 00 | ..... | 231 00 | 940 85 | 283 50 | 1455 35 |
| 44 Perth | 540 00 | 99 50 | 639 50 | 3420 05 | 2774 23 | 6833 78 |
| 45 Peterborough | 662 00 | 387 00 | 1049 00 | 10158 91 | 1685 75 | 12893 66 |
| 46 Petrolea | 384 00 | ..... | 384 00 | 8000 00 | 163 44 | 8547 44 |
| 47 Picton | 465 00 | 50 50 | 515 50 | 4282 32 | 586 21 | 5384 03 |
| 48 Port Arthur | 503 00 | 286 00 | 789 00 | 4075 84 | 1835 69 | 6700 53 |
| 49 Port Hope | 873 00 | ..... | 873 00 | 6149 61 | 436 17 | 7458 78 |
| 50 Prescott | 390 00 | 136 50 | 526 50 | 2849 43 | 2709 15 | 6085 08 |
| 51 Rat Portage | 121 00 | 24 00 | 145 00 | 1695 81 | 91 38 | 1932 19 |
| 52 Ridgetown | 200 00 | ..... | 200 00 | 2534 16 | 297 19 | 3031 35 |
| 53 Sandwich | 152 00 | ..... | 152 00 | 153 00 | 1492 40 | 1797 40 |
| 54 Sarnia | 791 00 | 96 50 | 887 50 | 6043 95 | 728 50 | 7659 95 |
| 55 Seaforth | 338 00 | ..... | 338 00 | 2550 00 | 652 84 | 3540 84 |
| 56 Simcoe | 499 00 | ..... | 499 00 | 3958 49 | ..... | 4457 49 |
| 57 Smith's Falls | 297 00 | ..... | 297 00 | 2454 69 | 283 42 | 3035 11 |
| 58 St. Mary's | 401 00 | 52 00 | 453 00 | 3995 30 | 742 84 | 5191 14 |
| 59 Strathroy | 632 00 | ..... | 632 00 | 8900 00 | 513 29 | 10045 29 |

Schools of Ontario.

EXPENDITURE.

| | For Teachers' Salaries. | For Maps, Apparatus, Prizes and Libraries. | For Sites and Building School-houses. | For Rents and Repairs, Fuel and other expenses. | Total Expenditure for all Public School purposes. | Balances. | Average Cost per Pupil. | |
|----|-------------------------|--|---------------------------------------|---|---|-----------|-------------------------|------------------------|
| | | | | | | | On Total Attendance. | On Average Attendance. |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 | 3349 14 | 38 90 | 4558 10 | 2012 89 | 9959 03 | 1435 97 | 12 64 | 23 57 |
| 2 | 2949 00 | 46 63 | 1820 20 | 1902 27 | 6718 10 | 312 80 | 9 81 | 16 67 |
| 3 | 5661 47 | 15 85 | 206 00 | 1451 05 | 7334 37 | 228 03 | 5 64 | 10 05 |
| 4 | 5520 70 | 32 24 | 6299 04 | 2095 39 | 13947 37 | 472 84 | 12 55 | 23 52 |
| 5 | 1665 00 | 24 00 | | 1122 40 | 2811 40 | 1290 98 | 7 38 | 15 53 |
| 6 | 1100 00 | | 1962 75 | 465 18 | 3527 93 | 4 85 | 14 70 | 25 56 |
| 7 | 3800 75 | | | 779 71 | 4580 46 | 1183 51 | 5 49 | 8 40 |
| 8 | 3478 33 | | | 768 94 | 4247 27 | 517 94 | 4 97 | 7 96 |
| 9 | 8003 40 | | 236 25 | 2833 41 | 11073 06 | 455 32 | 6 40 | 9 89 |
| 10 | 12290 35 | | 125 66 | 7414 38 | 19830 39 | 7061 96 | 9 24 | 15 77 |
| 11 | 3105 00 | 46 35 | | 723 32 | 3874 67 | 247 07 | 5 76 | 9 54 |
| 12 | 4701 33 | | | 1336 95 | 6038 28 | 730 09 | 6 25 | 9 93 |
| 13 | 4160 16 | | 235 00 | 1559 98 | 5955 14 | 318 38 | 4 84 | 8 97 |
| 14 | 4543 58 | 13 50 | | 3026 59 | 7583 67 | 607 32 | 5 15 | 9 51 |
| 15 | 2408 40 | 6 00 | | 870 30 | 3284 70 | 2932 65 | 5 74 | 10 60 |
| 16 | 3936 48 | | 1647 31 | 1225 50 | 6809 29 | 2481 97 | 7 54 | 12 77 |
| 17 | 1424 76 | 25 67 | | 362 66 | 1813 09 | | 5 78 | 10 73 |
| 18 | 6799 61 | | 394 25 | 6749 13 | 13942 99 | 1281 34 | 9 38 | 14 71 |
| 19 | 4210 76 | | | 1365 78 | 5576 54 | 347 96 | 5 44 | 8 29 |
| 20 | 1950 00 | | | 523 41 | 2473 41 | 28 59 | 4 61 | 8 18 |
| 21 | 5098 88 | 73 00 | 575 00 | 1550 69 | 7297 57 | 803 08 | 7 52 | 12 16 |
| 22 | 3123 25 | | | 1259 03 | 4382 28 | 147 48 | 5 08 | 9 83 |
| 23 | 6520 18 | 181 49 | 369 54 | 3432 32 | 10503 53 | 453 92 | 7 43 | 12 58 |
| 24 | 2603 40 | 12 60 | | 804 59 | 3420 59 | 13 16 | 5 19 | 9 12 |
| 25 | 2368 75 | | | 547 63 | 2916 38 | 60 75 | 4 90 | 9 06 |
| 26 | 2150 20 | 25 00 | | 315 64 | 2490 84 | 647 00 | 6 49 | 10 46 |
| 27 | 3055 00 | 6 00 | | 899 64 | 3960 64 | 94 96 | 7 16 | 10 56 |
| 28 | 2640 00 | | | 861 81 | 3501 81 | 223 62 | 5 44 | 9 00 |
| 29 | 3696 52 | | | 1281 21 | 4977 73 | 2 70 | 5 90 | 9 61 |
| 30 | 2556 55 | 28 61 | 14 00 | 694 05 | 3293 21 | 1916 73 | 6 37 | 11 35 |
| 31 | 1150 00 | | | 316 45 | 1466 45 | 404 90 | 5 77 | 9 52 |
| 32 | 2941 65 | 65 00 | 6792 55 | 1026 29 | 10825 49 | 2479 68 | 17 66 | 28 41 |
| 33 | 1802 38 | | 114 63 | 422 50 | 2339 51 | | 5 82 | 8 83 |
| 34 | 3957 19 | | | 1242 28 | 5199 47 | | 6 80 | 12 38 |
| 35 | 3981 75 | | 3422 07 | 933 53 | 8337 35 | 117 14 | 7 72 | 12 71 |
| 36 | 4786 95 | 14 42 | | 2202 12 | 7003 49 | 367 29 | 7 01 | 10 04 |
| 37 | 5612 00 | 95 85 | 4026 47 | 1149 35 | 10883 67 | 800 11 | 8 76 | 14 81 |
| 38 | 1769 61 | | | 628 03 | 2397 64 | 21 28 | 4 83 | 9 66 |
| 39 | 5519 08 | 793 26 | 25 00 | 1577 67 | 7915 01 | 839 83 | 8 12 | 14 66 |
| 40 | 3626 29 | 116 80 | | 1649 48 | 5392 57 | 2969 93 | 7 24 | 11 85 |
| 41 | 2250 00 | 30 00 | 100 00 | 648 67 | 3028 67 | 414 11 | 6 58 | 11 21 |
| 42 | 4290 09 | 36 34 | 721 81 | 2298 66 | 7346 90 | 693 24 | 7 92 | 12 91 |
| 43 | 742 80 | 14 22 | | 510 49 | 1267 51 | 187 84 | 4 56 | 9 25 |
| 44 | 3359 10 | 5 00 | 133 72 | 2820 84 | 6318 66 | 515 12 | 8 85 | 14 32 |
| 45 | 9554 00 | 73 72 | 557 18 | 2607 48 | 12792 38 | 101 28 | 6 11 | 10 32 |
| 46 | 3680 08 | | 2782 79 | 1281 16 | 7744 03 | 803 41 | 7 44 | 12 43 |
| 47 | 3704 56 | 18 75 | 100 00 | 1012 62 | 4835 93 | 548 10 | 8 23 | 13 29 |
| 48 | 4033 05 | 121 19 | 1244 33 | 1166 96 | 6565 53 | 135 00 | 9 80 | 17 94 |
| 49 | 6239 57 | | | 1219 21 | 7458 78 | | 6 96 | 10 87 |
| 50 | 3248 69 | | 1586 25 | 991 59 | 5826 53 | 258 55 | 9 53 | 15 17 |
| 51 | 1145 89 | | 396 47 | 389 83 | 1932 19 | | | |
| 52 | 2205 00 | 13 90 | | 646 34 | 2865 24 | 166 11 | 5 32 | 9 61 |
| 53 | 1386 06 | | | 345 47 | 1731 53 | 65 87 | 7 46 | 14 42 |
| 54 | 5496 37 | 10 95 | | 1860 57 | 7367 89 | 292 06 | 5 45 | 9 58 |
| 55 | 2639 00 | 19 75 | | 552 93 | 3211 68 | 329 16 | 4 83 | 7 63 |
| 56 | 2645 75 | | 1189 84 | 471 90 | 4307 49 | 150 00 | 7 48 | 11 80 |
| 57 | 2355 00 | | | 617 18 | 2972 18 | 62 93 | 5 24 | 8 64 |
| 58 | 2974 95 | 110 42 | 207 50 | 1123 78 | 4416 65 | 774 49 | 4 61 | 10 18 |
| 59 | 4578 24 | | 4015 90 | 393 37 | 8987 51 | 1057 78 | 11 29 | 18 26 |

V.—TABLE E.—The Public

| TOWNS. | RECEIPTS. | | | | | |
|----------------------------|--|-------------------------------|-----------|--|---|--|
| | For Teachers' Salaries (Legislative Grant). | | | Municipal School Grants and As- sessments. | Clergy Reserve Fund, Balances and other Sour- ces. | Total Receipts for all Public School purposes. |
| | Public Schools. | R. C. Separate Schools. | Total. | | | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 60 Thorold | 256 00 | 96 50 | 352 50 | 3990 93 | 1144 63 | 5488 06 |
| 61 Tilsonburg | 268 00 | ..... | 268 00 | 2525 54 | 7639 56 | 10433 10 |
| 62 Trenton | 386 00 | 180 50 | 566 50 | 5250 94 | 512 30 | 6329 74 |
| 63 Uxbridge | 267 00 | ..... | 267 00 | 3280 00 | 599 41 | 4146 41 |
| 64 Walkerton | 526 00 | ..... | 526 00 | 3269 50 | 2070 39 | 5865 89 |
| 65 Waterloo..... | 329 00 | ..... | 329 00 | 3500 05 | 324 57 | 4153 62 |
| 66 Welland | 436 00 | ..... | 436 00 | 2500 00 | 622 27 | 3558 27 |
| 67 Whitby | 487 00 | 48 50 | 535 50 | 4915 98 | 281 18 | 5732 66 |
| 68 Windsor | 1128 00 | ..... | 1128 00 | 9034 18 | 770 80 | 10932 98 |
| 69 Wingham | 263 00 | ..... | 263 00 | 2916 34 | 66 91 | 3246 25 |
| 70 Woodstock | 991 00 | ..... | 991 00 | 6909 00 | 2309 71 | 10209 71 |
| Total | 31624 00 | 4153 50 | 35777 50 | 326128 64 | 99912 40 | 461818 54 |
| TOTALS. | | | | | | |
| 1 Total Counties, etc..... | 185544 53 | 5361 25 | 190905 78 | 2019676 07 | 696897 48 | 2907479 33 |
| 2 " Cities | 31517 00 | 7711 50 | 39228 50 | 480571 79 | 104384 73 | 624185 02 |
| 3 " Towns | 31624 00 | 4153 50 | 35777 50 | 326128 64 | 99912 40 | 461818 54 |
| 4 Grand Total, 1886 | 248685 53 | 17226 25 | 265911 78 | 2826376 50 | 901194 61 | 3993482 89 |
| 5 " " 1885 | 248735 01 | 15683 80 | 264418 81 | 2680121 18 | 868526 59 | 3813066 58 |
| 6 Increase ..... | ..... | 1542 45 | 1492 97 | 146255 32 | 32668 02 | 180416 31 |
| 7 Decrease | 49 48 | ..... | ..... | ..... | ..... | ..... |
| Percentage of Total | 6.23 | .43 | 6.66 | 70.77 | 22.57 | ..... |

Schools of Ontario.

EXPENDITURE.

| | For Teachers' Salaries. | For Maps, Apparatus, Prizes and Libraries. | For Sites and Building School-houses. | For Rents and Repairs, fuel and other expenses. | Total Expenditure for all Public School Purposes. | Balances. | Average Cost per pupil. | |
|----|-------------------------|--|---------------------------------------|---|---|-----------|-------------------------|------------------------|
| | | | | | | | On Total Attendance. | On Average Attendance. |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 60 | 3184 00 | 27 30 | 20 65 | 712 10 | 3944 05 | 1544 01 | 5 60 | 9 48 |
| 61 | 2093 46 | 62 38 | 7278 96 | 327 05 | 9761 85 | 671 25 | 20 38 | 36 42 |
| 62 | 3876 64 | ..... | 851 55 | 1034 60 | 5762 79 | 566 95 | 5 54 | 11 81 |
| 63 | 2449 40 | 20 00 | 680 00 | 995 80 | 4145 20 | 1 21 | 8 34 | 14 65 |
| 64 | 2883 25 | 14 74 | 623 30 | 1293 07 | 4814 36 | 1051 53 | 7 24 | 12 09 |
| 65 | 3120 00 | 102 03 | ..... | 647 28 | 3869 31 | 284 31 | 6 91 | 10 51 |
| 66 | 2185 00 | ..... | ..... | 1175 54 | 3360 54 | 197 73 | 10 73 | 19 21 |
| 67 | 4429 83 | 20 25 | ..... | 1075 42 | 5534 50 | 198 16 | 7 83 | 12 90 |
| 68 | 7910 51 | ..... | ..... | 2870 07 | 10780 58 | 152 40 | 8 05 | 12 21 |
| 69 | 2275 00 | ..... | ..... | 897 46 | 3172 46 | 73 79 | 5 80 | 10 29 |
| 70 | 6974 86 | ..... | ..... | 2823 99 | 9798 85 | 410 86 | 7 00 | 10 86 |
| | 261928 00 | 2371 11 | 55314 07 | 96194 98 | 415808 16 | 46010 38 | 7 34 | 12 42 |
| 1 | 1804135 34 | 20906 08 | 251864 59 | 391918 45 | 2468824 46 | 438654 87 | 6 69 | 14 80 |
| 2 | 319400 32 | 9421 38 | 107059 36 | 137185 08 | 573066 14 | 51118 88 | 9 23 | 14 72 |
| 3 | 261928 00 | 2371 11 | 55314 07 | 96194 98 | 415808 16 | 46010 38 | 7 34 | 12 42 |
| 4 | 2385463 66 | 32696 57 | 414238 02 | 625298 51 | 3457698 76 | 535784 13 | 7 09 | 14 46 |
| 5 | 2327049 58 | 20231 47 | 373404 57 | 592014 56 | 3312700 18 | 500366 40 | 7 01 | 14 66 |
| 6 | 58414 08 | 12467 10 | 40833 45 | 33283 95 | 144998 58 | 35417 73 | 0 08 | ..... |
| 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 0 20 |
| | 68.99 | .94 | 11.99 | 18.08 | ..... | ..... | ..... | ..... |

VI.—TABLE F.—The Roman Catholic

| COUNTIES. (Including Incorporated Villages, but not Cities or Towns.) | Number of Schools. | RECEIPTS. | | | | EXPEN | | |
|--|--------------------|---|--|--|------------------------|--------------------------|--|---|
| | | Amount of Legislative Grant for Teachers' Salaries. | Amount received from School Rate on Sup-porters. | Amount subscribed, and from other sources. | Total Amount Received. | Amount paid to Teachers. | Amount paid for Maps, Apparatus, Prizes and Libraries. | Amount paid for Sites and building School-Houses. |
| | | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Bruce..... | 3 | 127 00 | 718 79 | 1056 88 | 1902 67 | 817 12 | 13 70 | 611 64 |
| 2 Carleton..... | 8 | 430 00 | 2408 11 | 259 38 | 3097 49 | 1933 00 | 21 05 | 12 00 |
| 3 Essex..... | 5 | 188 00 | 2114 07 | 1347 12 | 3649 19 | 2060 17 | 10 00 | 461 22 |
| 4 Frontenac..... | 5 | 128 00 | 1199 33 | 404 95 | 1732 28 | 1153 25 | 26 10 | 20 23 |
| 5 Glengarry..... | 5 | 211 00 | 1041 09 | 658 23 | 1910 32 | 1257 50 | | |
| 6 Grenville..... | 1 | 49 00 | 120 00 | 49 89 | 218 89 | 120 00 | 35 | 34 65 |
| 7 Grey..... | 9 | 358 50 | 2254 25 | 483 12 | 3095 87 | 2194 13 | 39 00 | 45 75 |
| 8 Huron..... | 4 | 229 00 | 1476 85 | 205 92 | 1911 77 | 1325 00 | 26 35 | 179 20 |
| 9 Kent..... | 6 | 239 50 | 2918 45 | 466 26 | 3624 21 | 2175 00 | | 750 94 |
| 10 Lambton..... | 2 | 102 50 | 590 99 | 48 64 | 742 13 | 555 00 | 6 50 | 6 00 |
| 11 Lanark..... | 1 | 46 50 | 151 00 | | 197 50 | 145 00 | | 1 00 |
| 12 Leeds..... | 3 | 102 00 | 317 71 | 345 13 | 764 84 | 311 00 | | 7 20 |
| 13 Lennox & Addington. | 2 | 66 50 | 235 65 | 157 57 | 459 72 | 351 25 | 6 12 | |
| 14 Lincoln..... | 2 | 88 50 | 929 00 | 348 32 | 1365 82 | 848 00 | 6 50 | |
| 15 Middlesex..... | 4 | 117 50 | 1757 11 | 585 37 | 2459 98 | 1100 50 | 72 62 | 971 00 |
| 16 Norfolk..... | 1 | 10 50 | 551 92 | 64 87 | 627 29 | 275 00 | | |
| 17 Northumberland..... | 5 | 101 00 | 1533 98 | 295 12 | 1930 10 | 1221 00 | 3 48 | 168 75 |
| 18 Ontario..... | 1 | 64 00 | 400 78 | 247 23 | 712 01 | 400 00 | | |
| 19 Peel..... | 1 | 17 50 | 148 00 | 140 90 | 306 40 | 260 00 | | |
| 20 Perth..... | 4 | 70 50 | 1022 01 | 319 94 | 1412 45 | 921 10 | 27 70 | 75 00 |
| 21 Peterborough..... | 2 | 79 00 | 485 52 | 129 22 | 693 74 | 485 00 | 4 50 | 41 97 |
| 22 Prescott and Russell. | 15 | 731 50 | 2861 11 | 1384 59 | 4977 20 | 2386 16 | 50 92 | 1016 44 |
| 23 Renfrew..... | 4 | 312 50 | 2481 12 | 516 80 | 3310 42 | 2052 76 | 63 34 | 430 00 |
| 24 Simcoe..... | 3 | 117 00 | 1162 46 | 388 62 | 1668 08 | 879 00 | | 2 19 |
| 25 Stormont..... | 4 | 188 50 | 1457 90 | 227 43 | 1873 83 | 1179 83 | 11 13 | 23 68 |
| 26 Waterloo..... | 6 | 251 00 | 3306 92 | 1147 53 | 4705 45 | 2305 00 | 42 00 | 1512 61 |
| 27 Welland..... | 1 | 38 50 | 407 95 | 100 32 | 546 77 | 328 12 | 110 00 | |
| 28 Wellington..... | 7 | 312 00 | 2631 06 | 285 31 | 3228 37 | 2152 00 | 14 75 | 326 60 |
| 29 Wentworth..... | 1 | 75 50 | 130 00 | 103 78 | 309 28 | 240 00 | | 2 34 |
| 30 York..... | 2 | 146 00 | 167 35 | 281 42 | 594 77 | 425 00 | | 9 76 |
| 31 Districts..... | 3 | 362 75 | 1565 56 | 247 35 | 2175 66 | 1152 77 | 132 35 | 492 39 |
| Total..... | 120 | 5361 25 | 38546 04 | 12297 21 | 56204 50 | 33008 66 | 688 46 | 7202 56 |
| CITIES. | | | | | | | | |
| 1 Belleville..... | 5 | 265 00 | 1528 72 | 1967 48 | 3761 20 | 1840 00 | | 515 60 |
| 2 Brantford..... | 1 | 178 00 | 979 73 | 491 99 | 1649 72 | 1100 00 | | 150 00 |
| 3 Guelph..... | 3 | 227 00 | 2630 00 | 1183 44 | 4040 44 | 1700 00 | 41 25 | 1291 80 |
| 4 Hamilton..... | 6 | 878 50 | 6750 00 | 1700 56 | 9329 06 | 3158 32 | 100 00 | 5807 47 |
| 5 Kingston..... | 4 | 513 50 | 3242 99 | 897 58 | 4654 07 | 2590 00 | | 29 40 |
| 6 London..... | 4 | 489 00 | 3068 37 | 149 32 | 3706 69 | 1960 50 | 35 60 | 510 00 |
| 7 Ottawa..... | 13 | 2313 00 | 15689 48 | 2655 55 | 20658 03 | 12431 05 | 356 00 | 430 00 |
| 8 Stratford..... | 2 | 222 00 | 1148 00 | 749 00 | 2119 00 | 1395 00 | | |
| 9 St. Catharines..... | 5 | 332 00 | 2467 00 | 989 73 | 3788 73 | 1900 00 | | |
| 10 St. Thomas..... | 1 | 153 50 | 903 50 | 63 62 | 1120 62 | 800 00 | 19 00 | |
| 11 Toronto..... | 13 | 2140 00 | 19769 05 | 10747 63 | 32656 68 | 12705 66 | | 14579 44 |
| Total..... | 57 | 7711 50 | 58176 84 | 21595 90 | 87484 24 | 41580 53 | 551 85 | 23313 71 |

Separate Schools of Ontario.

| EXPENDITURE. | | | AVERAGE COST PER PUPIL. | | PUPILS. | | | | |
|------------------------------------|------------------------|-----------|-------------------------------|------------------------|-------------------|-------|--------|---------------------|---|
| Amount paid for other purposes. | Total Amount Expended. | Balances. | On Total Attendance. | On Average Attendance. | Number of Pupils. | Boys. | Girls. | Average Attendance. | Percentage of Average to Total Attendance. |
| £ s. d. | £ s. d. | £ s. d. | £ s. d. | £ s. d. | | | | | |
| 1 | 269 67 | 1712 13 | 190 54 | 6 34 | 11 26 | 149 | 121 | 152 | 56 |
| 2 | 861 18 | 2827 23 | 270 26 | 4 18 | 8 03 | 280 | 396 | 352 | 52 |
| 3 | 1020 05 | 3551 44 | 97 75 | 9 37 | 17 67 | 379 | 201 | 201 | 53 |
| 4 | 300 26 | 1499 84 | 232 44 | 5 38 | 12 33 | 279 | 143 | 121 | 44 |
| 5 | 232 74 | 1490 24 | 420 08 | 2 78 | 6 42 | 537 | 262 | 232 | 43 |
| 6 | 20 30 | 175 30 | 43 59 | 4 49 | 16 00 | 39 | 17 | 11 | 29 |
| 7 | 615 46 | 2894 34 | 201 53 | 6 25 | 15 64 | 463 | 248 | 185 | 40 |
| 8 | 235 37 | 1765 92 | 145 85 | 8 29 | 15 62 | 213 | 109 | 113 | 53 |
| 9 | 415 81 | 3341 75 | 282 46 | 6 17 | 16 54 | 541 | 258 | 202 | 37 |
| 10 | 121 91 | 689 41 | 52 72 | 5 26 | 14 07 | 131 | 63 | 49 | 38 |
| 11 | 51 50 | 197 50 | ..... | 8 57 | 18 00 | 23 | 11 | 11 | 49 |
| 12 | 102 07 | 420 27 | 344 57 | 4 20 | 10 25 | 100 | 50 | 41 | 41 |
| 13 | 89 32 | 446 69 | 13 03 | 7 43 | 13 51 | 60 | 31 | 29 | 55 |
| 14 | 272 38 | 1126 88 | 238 94 | 5 49 | 13 09 | 205 | 123 | 86 | 42 |
| 15 | 171 71 | 2315 83 | 144 15 | 11 75 | 24 90 | 197 | 108 | 93 | 47 |
| 16 | 250 95 | 525 95 | 101 34 | 8 34 | 22 87 | 63 | 41 | 23 | 37 |
| 17 | 318 58 | 1711 81 | 218 29 | 8 31 | 18 81 | 206 | 111 | 95 | 44 |
| 18 | 260 47 | 660 47 | 51 54 | 5 90 | 11 78 | 112 | 63 | 49 | 56 |
| 19 | 37 00 | 297 00 | 9 40 | 6 00 | 11 00 | 50 | 24 | 26 | 52 |
| 20 | 149 55 | 1173 35 | 239 10 | 5 56 | 12 47 | 211 | 105 | 94 | 45 |
| 21 | 124 49 | 655 96 | 37 78 | 8 20 | 16 83 | 80 | 41 | 39 | 49 |
| 22 | 1095 82 | 4549 34 | 427 86 | 5 17 | 9 61 | 879 | 449 | 473 | 54 |
| 23 | 396 48 | 2942 58 | 367 84 | 4 26 | 8 55 | 690 | 345 | 344 | 50 |
| 24 | 744 57 | 1625 76 | 42 32 | 7 00 | 13 33 | 233 | 130 | 103 | 52 |
| 25 | 202 73 | 1417 37 | 456 46 | 3 93 | 8 69 | 361 | 175 | 163 | 45 |
| 26 | 444 28 | 4303 89 | 401 56 | 7 15 | 14 25 | 602 | 323 | 279 | 50 |
| 27 | 49 18 | 487 30 | 59 47 | 5 13 | 9 74 | 95 | 40 | 55 | 53 |
| 28 | 520 35 | 3013 70 | 214 67 | 5 19 | 10 36 | 580 | 286 | 294 | 50 |
| 29 | 64 99 | 307 33 | 1 95 | 10 23 | 20 47 | 30 | 15 | 15 | 50 |
| 30 | 96 10 | 530 86 | 63 91 | 3 61 | 7 81 | 147 | 82 | 68 | 46 |
| 31 | 102 26 | 1879 77 | 295 89 | 5 00 | 13 24 | 377 | 199 | 178 | 38 |
| 9637 53 | | | 5 73 | 12 08 | 8829 | 4487 | 4342 | 4182 | 47 |
| 1328 10 | | | 9 54 | 16 38 | 386 | 197 | 189 | 225 | 58 |
| 2 | 358 59 | 1608 59 | 41 13 | 5 32 | 10 94 | 302 | 142 | 147 | 49 |
| 3 | 426 51 | 3459 56 | 580 88 | 9 50 | 13 78 | 364 | 194 | 251 | 69 |
| 4 | 204 43 | 9270 22 | 58 84 | 6 40 | 10 36 | 1444 | 707 | 737 | 62 |
| 5 | 1546 23 | 4165 63 | 488 44 | 4 26 | 7 14 | 978 | 489 | 584 | 60 |
| 6 | 1157 59 | 3663 69 | 43 00 | 4 52 | 7 53 | 810 | 412 | 398 | 60 |
| 7 | 6904 20 | 20121 25 | 536 78 | 5 44 | 10 31 | 3701 | 1920 | 1781 | 53 |
| 8 | 101 00 | 1496 00 | 623 00 | 4 79 | 7 91 | 312 | 174 | 138 | 61 |
| 9 | 635 09 | 2535 09 | 1253 64 | 4 94 | 9 02 | 513 | 319 | 281 | 55 |
| 10 | 242 07 | 1061 07 | 59 55 | 3 77 | 7 32 | 282 | 130 | 152 | 51 |
| 11 | 4734 82 | 32019 92 | 636 76 | 8 44 | 14 44 | 3792 | 1900 | 1892 | 59 |
| 17638 63 | | | 6 45 | 11 27 | 12884 | 6584 | 6300 | 7372 | 57 |

VI.—TABLE F.—The Roman Catholic

| COUNTIES. (Including Incorporated Villages, but not Cities or Towns.) | TEACHERS. | | | | | NUMBER IN THE | | | | | |
|--|---------------------|-------|---------|----------------------|------------------------|---------------|-----------|----------|-------------|----------|------------|
| | Number of Teachers. | Male. | Female. | Average Salary—Male. | Average Salary—Female. | Reading. | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. |
| | | | | | | | | | | | |
| | | | | \$ | \$ | | | | | | |
| 1 Bruce | 4 | ... | 4 | ... | 212 | 270 | 234 | 270 | 249 | 161 | 167 |
| 2 Carleton | 10 | ... | 10 | ... | 185 | 676 | 376 | 523 | 504 | 382 | 219 |
| 3 Essex | 6 | 2 | 4 | 313 | 313 | 379 | 353 | 330 | 369 | 165 | 151 |
| 4 Frontenac | 5 | ... | 5 | ... | 225 | 279 | 265 | 255 | 270 | 202 | 168 |
| 5 Glengarry | 5 | 2 | 3 | 350 | 180 | 537 | 438 | 450 | 444 | 110 | 212 |
| 6 Grenville | 1 | ... | 1 | ... | 180 | 39 | 31 | 33 | 37 | 4 | 4 |
| 7 Grey | 9 | 1 | 8 | 400 | 223 | 463 | 394 | 350 | 406 | 258 | 241 |
| 8 Huron | 4 | 1 | 3 | 350 | 325 | 213 | 211 | 212 | 194 | 143 | 121 |
| 9 Kent | 7 | 2 | 5 | 413 | 323 | 541 | 453 | 434 | 517 | 273 | 346 |
| 10 Lambton | 2 | ... | 2 | ... | 277 | 131 | 131 | 131 | 131 | 50 | 106 |
| 11 Lanark | 1 | ... | 1 | ... | 160 | 23 | 16 | 12 | 16 | 1 | 6 |
| 12 Leeds | 4 | ... | 4 | ... | 174 | 100 | 61 | 94 | 87 | 86 | 67 |
| 13 Lennox & Addington | 2 | ... | 2 | ... | 198 | 60 | 54 | 60 | 60 | 57 | 23 |
| 14 Lincoln | 2 | 2 | ... | 424 | 205 | 149 | 173 | 185 | 185 | 34 | 109 |
| 15 Middlesex | 4 | 1 | 3 | 375 | 260 | 197 | 172 | 188 | 186 | 156 | 118 |
| 16 Norfolk | 1 | ... | 1 | ... | 275 | 63 | 63 | 63 | 51 | 63 | 39 |
| 17 Northumberland | 6 | 2 | 4 | 187 | 213 | 206 | 189 | 186 | 200 | 53 | 159 |
| 18 Ontario | 1 | 1 | ... | 400 | ... | 112 | 112 | 112 | 112 | 48 | 71 |
| 19 Peel | 1 | ... | 1 | ... | 260 | 50 | 50 | 45 | 45 | 15 | 40 |
| 20 Perth | 4 | ... | 4 | ... | 273 | 211 | 180 | 183 | 178 | 100 | 93 |
| 21 Peterborough | 2 | 1 | 1 | 285 | 200 | 80 | 42 | 69 | 69 | 25 | 58 |
| 22 Prescott and Russell. | 16 | 2 | 14 | 290 | 167 | 879 | 478 | 569 | 585 | 121 | 201 |
| 23 Renfrew | 8 | 2 | 6 | 375 | 222 | 690 | 555 | 544 | 563 | 421 | 320 |
| 24 Simcoe | 3 | 2 | 1 | 438 | 170 | 233 | 154 | 174 | 167 | 168 | 92 |
| 25 Stormont | 6 | 1 | 5 | 275 | 205 | 361 | 274 | 343 | 332 | 196 | 252 |
| 26 Waterloo | 9 | 2 | 7 | 340 | 234 | 602 | 462 | 542 | 491 | 218 | 276 |
| 27 Welland | 1 | ... | 1 | ... | 300 | 95 | 90 | 90 | 95 | 6 | 59 |
| 28 Wellington | 9 | ... | 9 | ... | 240 | 580 | 535 | 555 | 546 | 270 | 391 |
| 29 Wentworth | 1 | ... | 1 | ... | 240 | 30 | 30 | 30 | 30 | 11 | 13 |
| 30 York | 2 | ... | 2 | ... | 213 | 147 | 106 | 117 | 123 | 28 | 69 |
| 31 Districts | 6 | 1 | 5 | 500 | 186 | 377 | 235 | 238 | 254 | 84 | 99 |
| Total | 142 | 25 | 117 | 354 | 222 | 8829 | 6893 | 7375 | 7496 | 3909 | 4290 |
| CITIES. | | | | | | | | | | | |
| 1 Belleville | 5 | 1 | 4 | 460 | 208 | 386 | 386 | 386 | 386 | 347 | 210 |
| 2 Brantford | 4 | 1 | 3 | 500 | 200 | 302 | 302 | 302 | 302 | 302 | 160 |
| 3 Guelph | 7 | 1 | 6 | 500 | 200 | 364 | 364 | 344 | 364 | 324 | 280 |
| 4 Hamilton | 28 | 1 | 27 | 800 | 100 | 1444 | 1444 | 1444 | 1444 | 1444 | 1220 |
| 5 Kingston | 16 | 6 | 10 | 240 | 115 | 978 | 901 | 866 | 913 | 919 | 756 |
| 6 London | 12 | 1 | 11 | 700 | 115 | 810 | 810 | 810 | 810 | 670 | 370 |
| 7 Ottawa | 55 | 19 | 36 | 256 | 184 | 3701 | 2487 | 2337 | 3163 | 2956 | 2655 |
| 8 Stratford | 5 | 1 | 4 | 500 | 160 | 312 | 261 | 312 | 312 | 267 | 217 |
| 9 St. Catharines | 9 | 3 | 6 | 334 | 150 | 513 | 513 | 449 | 513 | 320 | 366 |
| 10 St. Thomas | 4 | ... | 4 | ... | 200 | 282 | 282 | 282 | 282 | 282 | 282 |
| 11 Toronto | 60 | 19 | 41 | 250 | 200 | 3792 | 3792 | 3792 | 3792 | 3012 | 2657 |
| Total | 205 | 53 | 152 | 291 | 164 | 12884 | 11542 | 11324 | 12281 | 10843 | 9173 |

Separate Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

MAPS AND PRIZES.

| | Music. | Grammar and Composition. | English History. | Canadian History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (Girls). | Drill (with Calisthenics). | Book-keeping. | Algebra. | Mensuration. | Euclid. | Elementary Physics. | No. of Maps. | No. of Schools using Maps. | No. of Schools giving Prizes. |
|----|--------|--------------------------|------------------|-------------------|-----------------|-------------------------|---------------------------|----------------------------|---------------|----------|--------------|---------|---------------------|--------------|----------------------------|-------------------------------|
| 1 | 5 | 96 | 12 | 34 | 155 | ..... | 100 | 170 | 34 | ..... | ..... | ..... | ..... | 17 | 3 | 2 |
| 2 | ..... | 198 | 16 | 42 | 360 | ..... | 100 | ..... | ..... | 4 | ..... | 4 | ..... | 28 | 7 | 2 |
| 3 | 95 | 141 | 19 | 37 | 109 | 141 | 43 | 88 | 11 | 1 | 1 | 1 | ..... | 39 | 5 | 4 |
| 4 | 142 | 127 | 35 | 50 | 94 | ..... | ..... | 80 | ..... | 5 | ..... | ..... | ..... | 30 | 5 | 2 |
| 5 | 160 | 205 | 27 | 4 | 353 | ..... | 12 | ..... | 20 | ..... | 22 | ..... | ..... | 23 | 4 | ..... |
| 6 | ..... | 3 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 9 | 1 | ..... |
| 7 | 166 | 176 | 34 | 70 | 242 | 58 | 35 | 111 | ..... | 1 | 23 | 1 | 1 | 50 | 8 | 2 |
| 8 | ..... | 121 | 29 | 57 | 108 | 49 | ..... | 70 | 1 | 18 | 18 | 18 | ..... | 30 | 4 | 1 |
| 9 | 231 | 288 | 72 | 26 | 191 | 130 | 8 | 172 | 36 | 3 | 14 | 3 | 3 | 39 | 6 | ..... |
| 10 | ..... | 94 | 30 | 30 | 14 | ..... | ..... | ..... | 12 | ..... | ..... | 3 | ..... | 6 | 2 | 1 |
| 11 | 2 | 7 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 12 | 12 | 64 | 15 | 29 | 37 | ..... | ..... | 72 | 2 | 1 | 8 | ..... | ..... | 17 | 2 | 1 |
| 13 | 3 | 22 | 12 | 12 | 13 | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | 12 | 2 | 1 |
| 14 | ..... | 109 | 41 | 25 | 78 | 113 | ..... | 113 | 20 | 1 | 15 | 1 | ..... | 16 | 2 | ..... |
| 15 | 53 | 126 | 45 | 61 | 64 | 52 | ..... | 73 | 3 | 6 | 2 | 6 | 1 | 30 | 4 | ..... |
| 16 | ..... | 39 | 12 | ..... | 42 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 6 | 1 | 1 |
| 17 | ..... | 124 | 44 | 37 | 51 | ..... | ..... | 92 | ..... | ..... | 2 | ..... | ..... | 28 | 5 | ..... |
| 18 | ..... | 48 | 22 | 22 | 71 | ..... | ..... | ..... | 22 | 4 | 22 | 4 | ..... | 8 | 1 | ..... |
| 19 | ..... | 30 | 2 | 2 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 10 | 1 | ..... |
| 20 | 46 | 80 | 33 | 29 | 106 | ..... | ..... | ..... | 1 | 1 | 1 | 1 | ..... | 29 | 4 | 1 |
| 21 | ..... | 45 | 8 | 4 | ..... | ..... | ..... | 48 | 1 | ..... | ..... | ..... | ..... | 12 | 2 | 1 |
| 22 | ..... | 253 | 7 | 53 | 194 | ..... | ..... | ..... | 12 | 2 | 2 | ..... | 24 | 36 | 8 | 7 |
| 23 | ..... | 318 | 87 | 72 | 161 | ..... | 60 | 103 | 20 | 14 | ..... | ..... | ..... | 22 | 4 | 2 |
| 24 | ..... | 87 | 11 | 15 | 106 | ..... | 9 | ..... | ..... | 3 | 1 | 5 | ..... | 13 | 3 | 2 |
| 25 | 129 | 164 | 15 | 18 | 169 | 24 | 62 | 84 | 21 | 7 | 2 | 4 | ..... | 26 | 4 | 3 |
| 26 | 419 | 257 | 4 | 96 | 269 | ..... | 170 | 162 | 4 | ..... | 4 | ..... | ..... | 39 | 6 | 4 |
| 27 | 95 | 59 | 27 | 27 | 12 | ..... | ..... | ..... | 3 | 4 | 25 | 2 | ..... | 7 | 1 | ..... |
| 28 | 232 | 376 | 132 | 107 | 271 | 226 | ..... | 224 | ..... | 2 | 24 | 2 | ..... | 51 | 7 | 2 |
| 29 | 30 | 13 | 6 | 13 | 7 | ..... | 4 | 30 | ..... | ..... | ..... | ..... | ..... | 4 | 1 | 1 |
| 30 | 60 | 69 | 5 | 16 | 69 | ..... | 25 | 84 | 15 | ..... | ..... | ..... | ..... | 14 | 2 | 1 |
| 31 | ..... | 81 | 10 | 51 | 84 | 41 | 99 | 66 | 10 | ..... | ..... | ..... | ..... | 27 | 3 | 2 |
| | 1880 | 3760 | 814 | 1039 | 3430 | 834 | 727 | 1842 | 248 | 85 | 190 | 55 | 29 | 678 | 108 | 43 |
| 1 | 280 | 210 | 44 | 62 | 305 | 228 | 80 | 280 | ..... | ..... | ..... | ..... | ..... | 18 | 5 | 5 |
| 2 | 158 | 160 | 85 | 160 | 216 | 44 | 42 | 228 | 8 | ..... | 10 | ..... | ..... | 21 | 1 | 1 |
| 3 | 364 | 268 | 77 | 111 | 222 | 210 | 128 | 217 | 13 | 19 | 19 | 4 | ..... | 25 | 3 | ..... |
| 4 | 1444 | 1220 | 740 | 740 | 865 | 95 | 737 | 1444 | 150 | 96 | 120 | 96 | 10 | 71 | 6 | 6 |
| 5 | 972 | 641 | 154 | 309 | 942 | 880 | 357 | 489 | 58 | 58 | 58 | 58 | 58 | 83 | 4 | 4 |
| 6 | 810 | 370 | 290 | 290 | 670 | 810 | 141 | 810 | 75 | 38 | 38 | 20 | ..... | 30 | 4 | 4 |
| 7 | 2946 | 2647 | 1365 | 1365 | 2670 | 831 | 1408 | 1520 | 250 | 87 | 351 | ..... | ..... | 100 | 13 | 13 |
| 8 | 242 | 217 | 32 | 58 | 202 | ..... | 81 | 312 | 3 | ..... | ..... | ..... | ..... | 23 | 2 | ..... |
| 9 | 513 | 320 | 145 | 182 | 358 | 320 | 113 | 513 | 91 | ..... | 41 | ..... | ..... | 33 | 5 | 5 |
| 10 | 282 | 282 | 45 | 45 | 183 | ..... | 152 | 90 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 11 | 3792 | 2999 | 741 | 1262 | 2899 | 3792 | 1207 | 3792 | 372 | 126 | 464 | 126 | 62 | 256 | 13 | 13 |
| | 11803 | 9334 | 3718 | 4584 | 9532 | 7210 | 4446 | 9695 | 1020 | 424 | 1101 | 304 | 130 | 660 | 56 | 51 |

VI.—TABLE F.—The Roman Catholic

| TOWNS. | Number of Schools | RECEIPTS. | | | | EXPEN | | |
|------------------------|-------------------|---|--|--|------------------------|--------------------------|--|---|
| | | Amount of Legislative Grant for Teachers' Salaries. | Amount received from School Rate on Sup-porters. | Amount subscribed, and from other sources. | Total Amount Received. | Amount paid to Teachers. | Amount paid for Maps, Apparatus, Prizes and Libraries. | Amount paid for Sites and building School-houses. |
| | | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 1 Almonte | 1 | 85 50 | 1303 47 | 629 16 | 2018 13 | 641 62 | 3 00 | 130 50 |
| 2 Amherstburg | 2 | 170 00 | 1907 80 | 973 80 | 3051 60 | 1025 00 | 46 63 | 337 00 |
| 3 Barrie | 1 | 107 00 | 906 30 | 278 90 | 1292 20 | 875 00 | 15 85 | 206 00 |
| 4 Berlin | 2 | 96 00 | 1329 91 | 1842 59 | 3268 50 | 600 00 | 32 24 | 1289 13 |
| 5 Brockville | 3 | 239 50 | 1655 81 | 750 07 | 2645 38 | 1620 00 | ..... | 236 25 |
| 6 Chatham | 1 | 177 50 | 2099 08 | 425 58 | 2702 16 | 2001 35 | ..... | 125 66 |
| 7 Cobourg | 1 | 176 50 | 800 00 | ..... | 976 50 | 800 00 | ..... | ..... |
| 8 Cornwall | 3 | 368 50 | 2901 36 | 322 24 | 3592 10 | 1900 00 | ..... | ..... |
| 9 Dundas | 2 | 155 00 | 1020 00 | 52 46 | 1227 46 | 900 00 | ..... | 24 00 |
| 10 Galt | 1 | 35 00 | 369 35 | 108 95 | 513 30 | 325 00 | ..... | 100 00 |
| 11 Goderich | 1 | 62 50 | 400 00 | 46 00 | 508 50 | 400 00 | ..... | ..... |
| 12 Ingersoll | 1 | 65 50 | 752 55 | 195 77 | 1013 82 | 550 00 | ..... | 175 00 |
| 13 Lindsay | 2 | 264 50 | 1994 11 | 354 17 | 2612 78 | 1901 50 | 34 75 | ..... |
| 14 Newmarket | 1 | 23 00 | 275 00 | 183 34 | 481 34 | 262 50 | ..... | 14 00 |
| 15 Niagara Falls | 1 | 150 00 | 500 00 | 399 30 | 1049 30 | 675 00 | 25 00 | ..... |
| 16 Oakville | 1 | 33 00 | 228 18 | 42 20 | 303 38 | 292 38 | ..... | ..... |
| 17 Orillia | 1 | 95 00 | 894 24 | 70 35 | 1059 59 | 600 00 | ..... | 223 38 |
| 18 Oshawa | 1 | 78 50 | 540 47 | 104 05 | 723 02 | 433 33 | 2 17 | ..... |
| 19 Owen Sound | 1 | 35 50 | 553 16 | 12 65 | 601 31 | 315 00 | ..... | ..... |
| 20 Paris | 1 | 65 50 | 406 03 | 609 42 | 1080 95 | 400 00 | 116 80 | ..... |
| 21 Parkhill | 1 | 35 00 | 430 85 | ..... | 465 85 | 375 00 | 12 00 | ..... |
| 22 Pembroke | 1 | 177 50 | 2765 20 | 1217 34 | 4160 04 | 1790 00 | 36 34 | 721 81 |
| 23 Perth | 3 | 99 50 | 650 00 | 40 00 | 789 50 | 650 00 | 5 00 | 12 00 |
| 24 Peterborough | 3 | 387 00 | 2961 91 | 140 02 | 3488 93 | 2414 00 | 73 72 | 557 78 |
| 25 Picton | 1 | 50 50 | 532 32 | 100 00 | 682 82 | 500 00 | ..... | ..... |
| 26 Port Arthur | 1 | 286 00 | 125 00 | 679 31 | 1090 31 | 774 14 | 45 42 | ..... |
| 27 Prescott | 1 | 136 50 | 716 43 | 1897 72 | 2750 65 | 1023 75 | ..... | 1581 25 |
| 28 Rat Portage | 1 | 24 00 | 550 00 | 7 50 | 581 50 | 454 50 | ..... | ..... |
| 29 Sarnia | 2 | 96 50 | 738 95 | 205 60 | 1041 05 | 912 00 | ..... | ..... |
| 30 St. Mary's | 1 | 52 00 | 404 78 | 41 71 | 498 49 | 350 00 | ..... | 6 00 |
| 31 Thorold | 2 | 96 50 | 520 07 | 627 63 | 1244 20 | 1000 00 | ..... | 20 65 |
| 32 Trenton | 1 | 180 50 | 1750 94 | 68 40 | 1999 84 | 1071 64 | ..... | 52 30 |
| 33 Whitby | 1 | 48 50 | 505 08 | 151 18 | 704 76 | 250 00 | 29 25 | ..... |
| Total | 47 | 4153 50 | 33488 35 | 12577 41 | 50219 26 | 28082 71 | 478 17 | 5812 71 |
| TOTALS. | | | | | | | | |
| 1 Counties, etc | 120 | 5361 25 | 38546 04 | 12297 21 | 56204 50 | 33008 66 | 688 46 | 7202 56 |
| 2 Cities | 57 | 7711 50 | 58176 84 | 21595 90 | 87484 24 | 41580 53 | 551 85 | 23313 71 |
| 3 Towns | 47 | 4153 50 | 33488 35 | 12577 41 | 50219 26 | 28082 71 | 478 17 | 5812 71 |
| 4 GRAND TOTAL, 1886 .. | 224 | 17226 25 | 130211 23 | 46470 52 | 193908 00 | 102671 90 | 1718 48 | 36328 98 |
| 5 do 1885 .. | 218 | 15683 80 | 119611 63 | 82801 38 | 218096 81 | 100353 01 | 2216 55 | 60691 99 |
| 6 INCREASE | 6 | 1542 45 | 10599 60 | ..... | ..... | 2318 89 | ..... | ..... |
| 7 DECREASE ..... | ..... | ..... | ..... | 36330 86 | 24188 81 | ..... | 498 07 | 24363 01 |

Separate Schools of Ontario.

| EXPENDITURE. | | | AVERAGE COST PER PUPIL. | | PUPILS. | | | | |
|------------------------------------|------------------------|-----------|-------------------------------|------------------------|-------------------|-------|--------|---------------------|---|
| Amount paid for other purposes. | Total Amount Expended. | Balances. | On Total Attendance. | On Average Attendance. | Number of Pupils. | Boys. | Girls. | Average Attendance. | Percentage of Average to Total Attendance. |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | | | | | |
| 1 1087 81 | 1862 93 | 155 20 | 10 34 | 20 88 | 180 | 89 | 91 | 90 | 50 |
| 2 1577 74 | 2986 37 | 65 23 | 9 05 | 14 78 | 330 | 170 | 160 | 202 | 61 |
| 3 117 32 | 1214 17 | 78 03 | 6 38 | 10 74 | 190 | 105 | 85 | 113 | 60 |
| 4 874 29 | 2795 66 | 472 84 | 13 18 | 28 52 | 212 | 92 | 120 | 98 | 47 |
| 5 729 67 | 2585 92 | 59 46 | 6 72 | 10 47 | 385 | 176 | 209 | 247 | 64 |
| 6 405 38 | 2532 39 | 169 77 | 8 14 | 14 06 | 311 | 170 | 141 | 180 | 58 |
| 7 109 00 | 909 00 | 67 50 | 4 00 | 5 79 | 225 | 102 | 123 | 157 | 71 |
| 8 1351 18 | 3251 18 | 340 92 | 3 74 | 7 47 | 869 | 491 | 378 | 435 | 50 |
| 9 109 15 | 1033 15 | 194 31 | 3 89 | 6 26 | 266 | 139 | 127 | 165 | 62 |
| 10 59 45 | 484 45 | 28 85 | 4 48 | 7 11 | 108 | 47 | 61 | 68 | 63 |
| 11 105 50 | 505 50 | 3 00 | 3 24 | 5 74 | 155 | 79 | 76 | 88 | 57 |
| 12 97 89 | 822 89 | 190 93 | 7 84 | 12 27 | 105 | 49 | 56 | 67 | 64 |
| 13 597 71 | 2533 96 | 78 82 | 4 91 | 8 25 | 516 | 229 | 287 | 307 | 60 |
| 14 92 56 | 369 06 | 112 28 | 3 77 | 7 70 | 98 | 52 | 46 | 43 | 49 |
| 15 169 00 | 869 00 | 180 30 | 5 87 | 9 34 | 148 | 63 | 85 | 93 | 63 |
| 16 11 00 | 303 38 | ..... | 4 66 | 7 60 | 65 | 30 | 35 | 40 | 62 |
| 17 119 07 | 942 45 | 117 14 | 5 01 | 7 24 | 188 | 94 | 94 | 130 | 69 |
| 18 267 01 | 702 51 | 20 51 | 5 12 | 7 23 | 137 | 62 | 75 | 97 | 71 |
| 19 115 72 | 430 72 | 170 59 | 4 43 | 8 62 | 97 | 43 | 54 | 50 | 52 |
| 20 134 55 | 651 35 | 429 60 | 7 40 | 9 43 | 88 | 51 | 37 | 69 | 78 |
| 21 53 35 | 440 35 | 25 50 | 5 57 | 10 23 | 79 | 41 | 38 | 43 | 54 |
| 22 1606 14 | 4154 29 | 5 75 | 9 79 | 16 89 | 424 | 250 | 174 | 246 | 58 |
| 23 72 00 | 739 00 | 50 50 | 5 24 | 8 40 | 141 | 70 | 71 | 88 | 62 |
| 24 342 15 | 3387 65 | 101 28 | 5 12 | 8 06 | 661 | 342 | 319 | 420 | 64 |
| 25 182 82 | 682 82 | ..... | 8 52 | 12 90 | 80 | 42 | 38 | 53 | 63 |
| 26 102 15 | 921 71 | 168 60 | 4 66 | 7 20 | 198 | 90 | 108 | 128 | 65 |
| 27 89 14 | 2694 14 | 56 51 | 13 14 | 21 05 | 205 | 114 | 91 | 128 | 62 |
| 28 118 88 | 573 38 | 8 12 | 8 55 | 14 33 | 67 | 28 | 39 | 40 | 60 |
| 29 66 00 | 978 00 | 63 05 | 4 18 | 9 00 | 234 | 125 | 109 | 109 | 47 |
| 30 30 93 | 386 93 | 111 56 | 4 40 | 8 05 | 88 | 40 | 48 | 48 | 55 |
| 31 223 55 | 1244 20 | ..... | 5 50 | 8 76 | 226 | 113 | 113 | 142 | 63 |
| 32 489 32 | 1613 26 | 386 58 | 4 75 | 8 53 | 340 | 162 | 178 | 189 | 56 |
| 33 227 35 | 506 60 | 198 16 | 7 23 | 18 74 | 70 | 39 | 31 | 27 | 38 |
| 11734 78 | 46108 37 | 4110 89 | 6 16 | 10 47 | 7486 | 3789 | 3697 | 4405 | 59 57/12 |
| 1 9637 53 | 50537 21 | 5667 29 | 5 73 | 12 08 | 8829 | 4487 | 4342 | 4182 | 47 |
| 2 17638 63 | 83084 72 | 4399 52 | 6 45 | 11 27 | 12884 | 6584 | 6300 | 7372 | 57 |
| 3 11734 78 | 46108 37 | 4110 89 | 6 16 | 10 47 | 7486 | 3789 | 3697 | 4405 | 59 |
| 4 39010 94 | 179730 30 | 14177 70 | 6 15 | 11 27 | 29199 | 14860 | 14339 | 15959 | 55 |
| 5 41269 22 | 204530 77 | 13566 04 | 7 41 | 13 41 | 27590 | 13956 | 13634 | 15248 | 55 |
| 6 2258 28 | 24800 47 | 611 66 | 1 26 | 2 14 | 1609 | 904 | 705 | 711 | ..... |
| 7 2258 28 | 24800 47 | ..... | 1 26 | 2 14 | ..... | ..... | ..... | ..... | ..... |

VI.—TABLE F.—The Roman Catholic

| TOWNS. | TEACHERS. | | | | | NUMBER IN THE | | | | | |
|---------------------------|---------------------|-------|---------|----------------------|------------------------|---------------|-----------|----------|-------------|----------|------------|
| | Number of Teachers. | Male. | Female. | Average Salary—Male. | Average Salary—Female. | Reading. | Spelling. | Writing. | Arithmetic. | Drawing. | Geography. |
| | | | | | | | | | | | |
| | | | | \$ | \$ | | | | | | |
| 1 Almonte | 2 | 1 | 1 | 425 | 200 | 180 | 180 | 180 | 180 | 180 | 108 |
| 2 Amherstburg | 6 | 1 | 5 | 500 | 170 | 330 | 288 | 330 | 330 | 164 | 158 |
| 3 Barrie | 3 | 1 | 2 | 425 | 225 | 190 | 190 | 190 | 190 | 160 | 131 |
| 4 Berlin | 3 | ... | 3 | ... | 200 | 212 | 175 | 119 | 182 | 119 | 78 |
| 5 Brockville | 6 | 1 | 5 | 475 | 180 | 385 | 385 | 385 | 385 | 385 | 216 |
| 6 Chatham | 6 | 1 | 5 | 700 | 300 | 311 | 311 | 311 | 311 | 311 | 193 |
| 7 Cobourg | 3 | ... | 3 | ... | 266 | 225 | 225 | 225 | 225 | 225 | 200 |
| 8 Cornwall | 4 | 1 | 3 | 600 | 218 | 869 | 829 | 829 | 869 | 829 | 350 |
| 9 Dundas | 4 | 1 | 3 | 500 | 134 | 266 | 246 | 266 | 215 | 228 | 86 |
| 10 Galt | 1 | ... | 1 | ... | 325 | 108 | 85 | 85 | 70 | 35 | 49 |
| 11 Goderich | 2 | ... | 2 | ... | 200 | 155 | 155 | 155 | 155 | 155 | 97 |
| 12 Ingersoll | 2 | ... | 2 | ... | 275 | 105 | 105 | 105 | 105 | 39 | 39 |
| 13 Lindsay | 12 | 1 | 11 | 750 | 102 | 516 | 494 | 466 | 466 | 466 | 392 |
| 14 Newmarket | 1 | ... | 1 | ... | 262 | 98 | 72 | 68 | 98 | 1 | 48 |
| 15 Niagara Falls | 3 | ... | 3 | ... | 225 | 148 | 60 | 80 | 50 | 60 | 40 |
| 16 Oakville | 2 | ... | 2 | ... | 150 | 65 | 65 | 65 | 65 | 65 | 50 |
| 17 Orillia | 2 | ... | 2 | ... | 300 | 188 | 188 | 188 | 188 | 98 | 145 |
| 18 Oshawa | 3 | ... | 3 | ... | 167 | 137 | 108 | 103 | 100 | 80 | 93 |
| 19 Owen Sound | 2 | ... | 2 | ... | 150 | 97 | 97 | 97 | 97 | 97 | 23 |
| 20 Paris | 2 | ... | 2 | ... | 200 | 88 | 88 | 88 | 88 | 88 | 61 |
| 21 Parkhill | 1 | ... | 1 | ... | 375 | 79 | 68 | 79 | 79 | 15 | 54 |
| 22 Pembroke | 6 | 1 | 5 | 550 | 235 | 424 | 424 | 424 | 424 | 400 | 194 |
| 23 Perth | 2 | 1 | 1 | 425 | 225 | 141 | 141 | 101 | 141 | 64 | 101 |
| 24 Peterborough | 11 | 1 | 10 | 650 | 171 | 661 | 661 | 661 | 661 | 661 | 585 |
| 25 Picton | 2 | ... | 2 | ... | 250 | 80 | 65 | 80 | 65 | 34 | 52 |
| 26 Port Arthur | 4 | 1 | 3 | 250 | 250 | 198 | 181 | 198 | 198 | 69 | 99 |
| 27 Prescott | 4 | 1 | 3 | 475 | 174 | 205 | 155 | 205 | 205 | 205 | 155 |
| 28 Rat Portage | 2 | ... | 2 | ... | 200 | 67 | 52 | 67 | 67 | ... | 29 |
| 29 Sarnia | 3 | 1 | 2 | 450 | 150 | 234 | 167 | 234 | 234 | 38 | 93 |
| 30 St. Mary's | 1 | ... | 1 | ... | 350 | 88 | 84 | 84 | 84 | 76 | 52 |
| 31 Thorold | 4 | 1 | 3 | 500 | 166 | 226 | 226 | 226 | 226 | 185 | 226 |
| 32 Trenton | 4 | 2 | 2 | 388 | 190 | 340 | 340 | 340 | 340 | 340 | 222 |
| 33 Whitby | 1 | ... | 1 | ... | 250 | 70 | 52 | 70 | 70 | 19 | 43 |
| Total | 114 | 17 | 97 | 497 | 237 | 7486 | 6962 | 7104 | 7163 | 5891 | 4462 |
| TOTALS. | | | | | | | | | | | |
| 1 Counties, etc. | 142 | 25 | 117 | 354 | 222 | 8829 | 6893 | 7375 | 7496 | 3909 | 4290 |
| 2 Cities | 205 | 53 | 152 | 291 | 164 | 12884 | 11542 | 11324 | 12281 | 10843 | 9173 |
| 3 Towns | 114 | 17 | 97 | 497 | 237 | 7486 | 6962 | 7104 | 7163 | 5891 | 4462 |
| 4 GRAND TOTAL, 1886. | 461 | 95 | 366 | 346 | 202 | 29199 | 25397 | 26803 | 26940 | 20643 | 17925 |
| 5 do 1885. | 453 | 98 | 355 | 358 | 190 | 27590 | 23357 | 23337 | 24823 | 16575 | 16122 |
| 6 INCREASE | 8 | ... | 11 | ... | 12 | 1609 | 2040 | 3466 | 2117 | 4068 | 1803 |
| 7 DECREASE | ... | 3 | ... | 12 | ... | ... | ... | ... | ... | ... | ... |

Separate Schools of Ontario.

DIFFERENT BRANCHES OF INSTRUCTION.

MAPS AND PRIZES.

| | Music. | Grammar and Composition. | English History. | Canadian History. | Object Lessons. | Temperance and Hygiene. | Domestic Economy (Girls). | Drill (with Calisthenics). | Book-keeping. | Algebra. | Mensuration. | Euclid. | Elementary Physics. | No. of Maps. | No. of Schools using Maps. | No. of Schools giving Prizes. |
|----|--------|--------------------------|------------------|-------------------|-----------------|-------------------------|---------------------------|----------------------------|---------------|----------|--------------|---------|---------------------|--------------|----------------------------|-------------------------------|
| 1 | 122 | 108 | 25 | 10 | 180 | | | 122 | 3 | | | | | 7 | 1 | |
| 2 | | 124 | 14 | 9 | | | 160 | 281 | 20 | | | | | 21 | 2 | 2 |
| 3 | 21 | 154 | 34 | 59 | 80 | | 38 | 190 | 34 | | | | | 12 | 1 | 1 |
| 4 | 212 | 78 | 8 | | 212 | | 120 | | | | | | | 12 | 2 | 2 |
| 5 | 30 | 216 | 50 | 40 | 249 | 88 | 209 | 209 | 13 | 13 | 13 | 13 | | 17 | 3 | |
| 6 | 311 | 193 | 68 | 68 | 311 | 311 | 141 | 311 | 80 | | | | | 17 | 1 | |
| 7 | 225 | 104 | 43 | 80 | 170 | | | 225 | 37 | 37 | 37 | 20 | | 8 | 1 | |
| 8 | 378 | 300 | 85 | 158 | 333 | | 378 | 378 | | 20 | 530 | | | 15 | 3 | |
| 9 | 149 | 168 | 66 | 41 | 224 | 90 | 44 | 176 | 14 | | | | | 23 | 2 | 2 |
| 10 | 80 | 49 | 10 | 21 | 75 | 50 | | 108 | 9 | | | | | 8 | 1 | 1 |
| 11 | 155 | 97 | 25 | 62 | 58 | 62 | 76 | 155 | 12 | | | | | 8 | 1 | |
| 12 | 105 | 39 | 30 | 30 | | | | | | | | | | 10 | 1 | |
| 13 | 266 | 401 | 212 | 212 | 100 | | | 416 | 65 | 56 | 118 | 56 | 30 | 45 | 2 | 2 |
| 14 | | 48 | 17 | 1 | | | | 98 | | | | | | 9 | 1 | 1 |
| 15 | | 40 | 20 | | | 5 | | | 8 | | | | | 10 | 1 | |
| 16 | 65 | 50 | 10 | 10 | 65 | | 20 | 65 | | | | | | 5 | 1 | 1 |
| 17 | 32 | 145 | 43 | 71 | 145 | | | 188 | | | | | | 7 | 1 | |
| 18 | 137 | 79 | 40 | 58 | 94 | 43 | | 137 | | | | | | 16 | 1 | |
| 19 | 97 | 33 | 23 | 23 | 74 | 97 | | 97 | 17 | | | | | 4 | 1 | |
| 20 | 88 | 61 | 33 | 23 | 67 | | 13 | 88 | 4 | | | | | 10 | 1 | 1 |
| 21 | 79 | 54 | 15 | 15 | | | | 79 | | | | | | 6 | 1 | |
| 22 | | 194 | 54 | 68 | 230 | | | | | | | | | 24 | 1 | 1 |
| 23 | | 101 | 37 | 37 | 40 | | | | | | | | | 8 | 3 | |
| 24 | 402 | 534 | 168 | 200 | 441 | 521 | 319 | 521 | 37 | 28 | 50 | 8 | 8 | 37 | 3 | |
| 25 | 50 | 86 | 19 | 19 | | | | | | | | | | 7 | 1 | |
| 26 | 198 | 99 | 13 | 23 | 99 | 198 | 44 | 143 | | | | | | 4 | 1 | 1 |
| 27 | 205 | 205 | 53 | 90 | 170 | | | 205 | 17 | | | | | 14 | 1 | |
| 28 | | 24 | 15 | 8 | | | | | | | | | | 1 | 1 | |
| 29 | | 93 | 34 | 22 | 28 | 105 | 109 | | 2 | | | | | 16 | 2 | 2 |
| 30 | 88 | 43 | 26 | 26 | 45 | | | 88 | | | | | | 9 | 1 | |
| 31 | 170 | 133 | 52 | 52 | 133 | | | 118 | 32 | 17 | 17 | 17 | | 8 | 2 | |
| 32 | 80 | 222 | 21 | 21 | 118 | | | | | | | | | 12 | 1 | |
| 33 | | 43 | 21 | | 6 | | | | | | | | | 9 | 1 | |
| | 3745 | 4318 | 1384 | 1557 | 3747 | 1570 | 1671 | 4398 | 404 | 171 | 765 | 114 | 38 | 419 | 47 | 17 |
| 1 | 1880 | 3760 | 814 | 1039 | 3430 | 834 | 727 | 1842 | 248 | 85 | 190 | 55 | 29 | 978 | 108 | 43 |
| 2 | 11803 | 9234 | 3718 | 4584 | 9532 | 7210 | 4446 | 9695 | 1020 | 424 | 1101 | 304 | 130 | 660 | 56 | 51 |
| 3 | 3745 | 4318 | 1384 | 1557 | 3747 | 1570 | 1671 | 4398 | 404 | 171 | 765 | 114 | 38 | 419 | 47 | 17 |
| 4 | 17428 | 17412 | 5916 | 7180 | 16709 | 9614 | 6844 | 15935 | 1672 | 680 | 2056 | 473 | 197 | 1757 | 211 | 111 |
| 5 | 14090 | 14518 | 3571 | 4767 | 13766 | 5241 | 5315 | 13673 | 1292 | 660 | 1273 | 477 | 197 | 1634 | 201 | 110 |
| 6 | 3338 | 2894 | 2345 | 2413 | 2943 | 4373 | 1529 | 2262 | 380 | 20 | 783 | | | 123 | 10 | 1 |
| 7 | | | | | | | | | | | | 4 | | | | |

VII.—TABLE G.—The

| HIGH SCHOOLS | MONEYS. | | | | | | | | | |
|-------------------------|--------------------|-------------------|---------|-----------------------------|-----------------|---------------------|-----------------------------|--|-------------------------------------|--|
| | RECEIPTS. | | | | | EXPENDITURE. | | | | |
| | Legislative Grant. | Municipal Grants. | Fees. | Balances and other sources. | Total Receipts. | Teachers' Salaries. | Building, Rent and Repairs. | Maps, Apparatus, Prizes and Libraries. | Fuel, Books and Con- tingencies. | |
| | £ c. | £ c. | £ c. | £ c. | £ c. | £ c. | £ c. | £ c. | £ c. | |
| 1 Alexandria | 454 70 | 1041 62 | ..... | 270 51 | 1766 83 | 1300 00 | 8 35 | 91 90 | 102 21 | |
| 2 Almonte | 568 23 | 2365 18 | 50 00 | 607 33 | 3590 74 | 2316 70 | 605 51 | 10 00 | 51 30 | |
| 3 Arnprior | 475 92 | 1095 01 | ..... | 881 41 | 2452 34 | 1500 00 | 74 57 | ..... | 213 67 | |
| 4 Aylmer | 602 81 | 3572 00 | 83 00 | 13445 52 | 17703 33 | 2791 00 | 13613 07 | 295 00 | 1004 20 | |
| 5 Barrie, C.I. | 1426 26 | 2496 26 | 857 50 | 1382 46 | 6162 48 | 4000 08 | 254 19 | 25 00 | 1883 21 | |
| 6 Beamsville | 464 10 | 900 00 | ..... | 216 98 | 1581 08 | 1365 85 | ..... | 29 10 | 114 37 | |
| 7 Belleville | 999 83 | 3371 22 | 22 00 | ..... | 4393 05 | 3833 26 | 389 86 | ..... | 169 97 | |
| 8 Berlin | 1061 42 | 3553 42 | 847 35 | 208 87 | 5671 06 | 4092 00 | 803 96 | 424 28 | 350 82 | |
| 9 Bowmanville | 862 62 | 2862 62 | ..... | 365 77 | 4091 01 | 3200 00 | ..... | ..... | 385 42 | |
| 10 Bradford | 509 92 | 909 92 | 419 00 | 251 95 | 2090 79 | 1747 00 | 24 48 | 71 14 | 121 57 | |
| 11 Brampton | 977 79 | 1377 79 | 598 30 | 1056 80 | 4010 68 | 2500 83 | 181 34 | 170 47 | 616 39 | |
| 12 Brantford, C.I. .. | 1756 60 | 5450 00 | 2341 00 | 2031 85 | 11579 45 | 7100 00 | 1913 75 | 424 56 | 2141 14 | |
| 13 Brighton | 483 68 | 1605 68 | ..... | 637 16 | 2726 52 | 1270 07 | 270 10 | 343 12 | 151 89 | |
| 14 Brockville | 753 86 | 2200 00 | 124 00 | 438 98 | 3516 84 | 2937 43 | 125 91 | 5 00 | 406 45 | |
| 15 Caledonia | 596 94 | 1246 94 | 840 25 | 117 51 | 2801 64 | 2260 00 | 42 66 | 24 64 | 295 80 | |
| 16 Campbellford | 479 23 | 479 23 | 350 00 | 2707 33 | 4015 79 | 1700 00 | 2144 25 | 18 26 | 153 23 | |
| 17 Carleton Place .. | 490 30 | 1490 30 | ..... | 274 12 | 2254 72 | 1650 00 | 134 28 | 129 42 | 263 15 | |
| 18 Cayuga | 461 82 | 1011 82 | ..... | 478 99 | 1952 63 | 1300 00 | 113 70 | ..... | 172 00 | |
| 19 Chatham, C.I. | 1088 25 | 4388 25 | 95 00 | 190 19 | 5761 69 | 4316 94 | 303 24 | 165 43 | 773 34 | |
| 20 Clinton | 1046 92 | 2446 92 | 713 50 | 2060 95 | 6268 29 | 3700 00 | 84 20 | 30 00 | 1508 62 | |
| 21 Cobourg, C.I. | 1211 58 | 2800 00 | 1183 00 | 6773 71 | 11968 29 | 4162 50 | 250 09 | 608 06 | 6471 33 | |
| 22 Colborne | 486 60 | 1486 60 | 26 00 | 2218 65 | 4217 85 | 1350 00 | 514 19 | 477 87 | 1698 70 | |
| 23 Collingwood, C.I. .. | 1739 05 | 3739 05 | 946 55 | 4050 33 | 10474 98 | 5387 01 | 70 20 | 226 93 | 4790 84 | |
| 24 Cornwall | 750 90 | 2374 29 | 61 00 | 772 23 | 3958 42 | 2349 98 | 231 26 | 30 30 | 298 66 | |
| 25 Dundas | 486 10 | 1577 10 | 203 50 | 899 15 | 3075 85 | 1600 00 | 423 74 | 65 58 | 791 77 | |
| 26 Dunnville | 474 28 | 1549 28 | ..... | 550 63 | 2574 19 | 1433 33 | 269 12 | ..... | 460 84 | |
| 27 Dutton | 200 00 | 1500 00 | 17 00 | 696 45 | 2413 45 | 950 00 | 333 94 | ..... | 264 66 | |
| 28 Elora | 476 31 | 500 00 | ..... | 1444 71 | 2421 02 | 1480 00 | 2 70 | ..... | 705 92 | |
| 29 Essex Centre | 481 26 | 1500 00 | ..... | 126 00 | 2107 26 | 1270 00 | 336 37 | 314 68 | 173 77 | |
| 30 Farmersville | 578 91 | 2279 91 | 77 00 | 1276 44 | 4212 26 | 2250 00 | 508 26 | 315 54 | 436 11 | |
| 31 Fergus | 484 57 | 1761 57 | 22 00 | 97 66 | 2365 80 | 1959 99 | ..... | 111 88 | 289 99 | |
| 32 Galt, C.I. | 1607 73 | 4207 73 | 1618 85 | 894 18 | 8328 49 | 5726 66 | 425 40 | 50 73 | 2102 11 | |
| 33 Gananoque | 483 43 | 1188 66 | ..... | 131 11 | 1808 23 | 1600 00 | ..... | 203 23 | ..... |  |
| 34 Goderich | 1108 50 | 3328 50 | 68 00 | 240 41 | 1745 41 | 3489 73 | 419 23 | ..... | 413 66 | |
| 35 Grimsby | 465 24 | 1018 00 | 226 00 | 226 50 | 1935 74 | 1365 00 | 309 94 | 29 29 | 162 33 | |
| 36 Guelph, C.I. | 1668 49 | 5148 62 | 537 25 | 169 15 | 7523 51 | 4725 00 | 349 92 | 263 30 | 1384 00 | |
| 37 Hamilton, C.I. | 2354 79 | 11932 04 | 1693 66 | ..... | 15980 49 | 9565 50 | 3457 83 | 21 55 | 2965 44 | |
| 38 Harriston | 700 92 | 1600 92 | 556 14 | 183 67 | 3041 65 | 2375 00 | 60 53 | 71 75 | 425 11 | |
| 39 Hawkesbury | 478 98 | 1128 98 | ..... | 46 05 | 1654 01 | 1266 66 | 70 66 | ..... | 292 11 | |
| 40 Ingersoll, C.I. | 1022 78 | 4444 83 | 422 50 | ..... | 5890 11 | 3650 00 | 687 56 | 185 90 | 983 11 | |
| 41 Iroquois | 468 30 | 1450 00 | 125 00 | 278 46 | 2331 76 | 1450 00 | 5 26 | 255 15 | 317 11 | |
| 42 Kemptville | 476 81 | 1171 95 | 184 50 | 72 00 | 1905 26 | 1500 00 | ..... | 391 00 | 14 11 | |

High Schools.

| MONEYS. | | | | No. of Pupils Attending. | | | Average Attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | | | | |
|--------------------|----------|-----------|----|-----------------------------|--------|--------|---------------------|--|---|----------------------|------------------------|----|-----|----|
| EXPENDITURE. | | | | | | | | | | On Total Attendance. | On Average Attendance. | | | |
| Total Expenditure. | | Balances. | | Boys. | Girls. | Total. | | | | | | | | |
| \$ | c. | \$ | c. | | | | | | | | | | | |
| 1 | 1502 46 | 264 37 | | 17 | 23 | 40 | 20 | 50 | Free | | 37 | 55 | 75 | 10 |
| 2 | 2983 51 | 607 23 | | 74 | 66 | 140 | 93 | 66 | 50 cents | | 21 | 31 | 32 | 08 |
| 3 | 1788 24 | 664 10 | | 28 | 35 | 63 | 37 | 58 | Free | | 28 | 38 | 48 | 32 |
| 4 | 17703 33 | | | 60 | 86 | 146 | 83 | 57 | Free | | 12 | 12 | 21 | 33 |
| 5 | 6162 48 | | | 90 | 76 | 166 | 93 | 56 | \$10 per annum | | 37 | 12 | 66 | 26 |
| 6 | 1509 32 | 71 76 | | 23 | 10 | 33 | 24 | 73 | Free | | 45 | 73 | 62 | 88 |
| 7 | 4393 05 | | | 114 | 152 | 266 | 165 | 62 | Free res. ; \$6, \$4 non. res. | | 16 | 52 | 26 | 62 |
| 8 | 5671 06 | | | 72 | 38 | 110 | 62 | 56 | \$7 and \$5 | | 51 | 55 | 91 | 47 |
| 9 | 3585 43 | 505 58 | | 69 | 45 | 114 | 63 | 55 | Free | | 31 | 45 | 56 | 90 |
| 10 | 1964 19 | 126 60 | | 42 | 36 | 78 | 44 | 56 | \$3 | | 25 | 18 | 44 | 64 |
| 11 | 3469 03 | 541 65 | | 88 | 73 | 161 | 100 | 62 | \$5 per annum | | 21 | 54 | 34 | 69 |
| 12 | 11579 45 | | | 148 | 150 | 298 | 186 | 63 | \$10 per an. res. ; \$16 non-res. | | 38 | 85 | 62 | 26 |
| 13 | 2035 15 | 691 37 | | 46 | 24 | 70 | 40 | 57 | Free | | 29 | 07 | 50 | 88 |
| 14 | 3474 79 | 42 05 | | 60 | 66 | 126 | 78 | 62 | Free res. ; \$1 pr. mo. non-res. | | 27 | 58 | 44 | 55 |
| 15 | 2623 10 | 178 54 | | 78 | 86 | 164 | 113 | 69 | \$2 and \$2.50 | | 16 | 00 | 23 | 21 |
| 16 | 4015 79 | | | 54 | 46 | 100 | 61 | 61 | \$1 res. ; \$4 non-res. | | 40 | 16 | 65 | 84 |
| 17 | 2176 85 | 77 87 | | 47 | 38 | 85 | 66 | 78 | Free | | 25 | 61 | 33 | 00 |
| 18 | 1585 71 | 366 92 | | 20 | 20 | 40 | 23 | 58 | Free | | 39 | 65 | 69 | 00 |
| 19 | 5558 95 | 202 74 | | 107 | 128 | 235 | 142 | 60 | Free | | 23 | 65 | 39 | 14 |
| 20 | 5322 85 | 945 44 | | 77 | 60 | 137 | 86 | 63 | \$10 and \$7 per annum | | 38 | 86 | 61 | 90 |
| 21 | 11492 04 | 476 25 | | 101 | 56 | 157 | 87 | 55 | \$12 pr. an. res. ; \$14 do non-res. | | 73 | 20 | 132 | 09 |
| 22 | 4040 76 | 177 09 | | 39 | 30 | 69 | 43 | 62 | Free | | 58 | 56 | 94 | 00 |
| 23 | 10474 98 | | | 198 | 114 | 312 | 150 | 48 | \$5.25, \$3.25 .. | | 33 | 57 | 69 | 83 |
| 24 | 2910 19 | 1048 23 | | 51 | 66 | 117 | 71 | 61 | Free | | 24 | 88 | 40 | 98 |
| 25 | 2881 05 | 194 80 | | 34 | 36 | 70 | 38 | 54 | 50 cents per month | | 41 | 15 | 75 | 82 |
| 26 | 2163 30 | 410 89 | | 34 | 45 | 79 | 44 | 56 | Free | | 27 | 38 | 49 | 16 |
| 27 | 1548 59 | 864 86 | | 33 | 23 | 61 | 28 | 46 | Free | | 25 | 36 | 55 | 29 |
| 28 | 2188 68 | 232 34 | | 59 | 46 | 105 | 62 | 59 | 50 cents per month | | 20 | 85 | 35 | 30 |
| 29 | 2094 80 | 12 46 | | 26 | 28 | 54 | 26 | 49 | Free | | 38 | 80 | 80 | 58 |
| 30 | 3509 95 | 702 31 | | 47 | 57 | 104 | 56 | 55 | Free | | 33 | 75 | 62 | 68 |
| 31 | 2361 82 | 3 98 | | 51 | 45 | 96 | 59 | 62 | Free | | 24 | 61 | 40 | 03 |
| 32 | 8304 91 | 23 55 | | 127 | 69 | 196 | 107 | 55 | \$14 per annum | | 42 | 38 | 77 | 61 |
| 33 | 1803 23 | | | 29 | 37 | 66 | 42 | 64 | Free | | 27 | 32 | 42 | 93 |
| 34 | 4322 65 | 422 76 | | 77 | 90 | 167 | 96 | 58 | Free | | 25 | 90 | 45 | 03 |
| 35 | 1866 47 | 69 27 | | 33 | 30 | 63 | 36 | 58 | \$2 and \$1 | | 29 | 62 | 51 | 83 |
| 36 | 6722 27 | 801 24 | | 155 | 124 | 279 | 158 | 57 | Free res. ; \$1.50 p. mo. non-res. | | 24 | 09 | 42 | 54 |
| 37 | 15980 49 | | | 268 | 221 | 489 | 253 | 51 | \$6 and \$10 | | 32 | 67 | 63 | 16 |
| 38 | 2933 21 | 103 44 | | 71 | 64 | 135 | 77 | 57 | \$2 and \$2.50 | | 21 | 72 | 38 | 09 |
| 39 | 1630 28 | 23 73 | | 22 | 19 | 41 | 27 | 66 | Free | | 39 | 76 | 60 | 37 |
| 40 | 5507 00 | 383 11 | | 89 | 83 | 172 | 94 | 54 | \$2 and \$1 | | 32 | 01 | 58 | 58 |
| 41 | 2028 02 | 293 74 | | 47 | 61 | 108 | 65 | 60 | \$1 | | 18 | 78 | 31 | 20 |
| 42 | 1905 26 | | | 59 | 52 | 111 | 63 | 57 | \$1 per month non-res | | 17 | 16 | 30 | 24 |

VII.—TABLE G.—The

| HIGH SCHOOLS | MONEYS. | | | | | | | | | |
|------------------------|--------------------|-------------------|---------|-----------------------------|-----------------|---------------------|-----------------------------|--|--------------------------------|--|
| | RECEIPTS. | | | | | EXPENDITURE. | | | | |
| | Legislative Grant. | Municipal Grants. | Fees. | Balances and other sources. | Total Receipts. | Teachers' Salaries. | Building, Rent and Repairs. | Maps, Apparatus, Prizes and Libraries. | Fuel, Books and Contingencies. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | |
| 43 Kincairdine | 716 52 | 2539 02 | 422 00 | 33 33 | 3710 87 | 2699 99 | 80 07 | 137 05 | 201 52 | |
| 44 Kingston, C.I. | 1718 69 | 2542 00 | 1556 00 | 670 18 | 6486 87 | 4452 34 | 240 95 | 313 87 | 1164 14 | |
| 45 Lindsay | 1010 94 | 3231 63 | | 823 99 | 5066 56 | 3700 00 | 826 49 | | 540 07 | |
| 46 Listowel | 521 74 | 1121 15 | 480 00 | 125 68 | 2248 57 | 1799 95 | | | 338 93 | |
| 47 London, C.I. | 1784 83 | 6755 00 | 540 00 | 3223 13 | 12302 96 | 7877 49 | 386 92 | 99 21 | 404 96 | |
| 48 Markham | 488 27 | 1000 00 | 592 00 | 273 61 | 2353 88 | 1600 00 | 320 29 | 88 71 | 258 53 | |
| 49 Mitchell | 485 81 | 3485 81 | 440 00 | 138 38 | 4550 00 | 1678 40 | 1969 02 | 67 27 | 392 56 | |
| 50 Morrisburg | 765 68 | 3190 44 | | | 3956 12 | 2478 17 | 174 50 | 477 28 | 826 17 | |
| 51 Mount Forest.. | 939 29 | 2939 29 | 508 15 | 113 81 | 4500 54 | 2875 00 | 833 00 | 296 95 | 428 92 | |
| 52 Napanee | 885 66 | 2620 66 | 58 00 | 7 01 | 3571 33 | 2900 16 | 272 16 | 129 50 | 266 55 | |
| 53 Newburgh | 463 21 | 1109 02 | | | 1572 23 | 953 89 | 290 00 | 172 76 | 155 58 | |
| 54 Newcastle | 464 49 | 1064 49 | | 442 67 | 1971 65 | 1276 81 | | 18 76 | 297 18 | |
| 55 Newmarket | 572 92 | 900 00 | 1066 00 | 73 00 | 2611 92 | 2211 00 | 29 25 | | 285 81 | |
| 56 Niagara | 468 30 | 1000 00 | | 149 52 | 1617 82 | 1225 00 | 42 48 | 22 08 | 43 83 | |
| 57 Niagara Falls, S | 472 11 | 1827 64 | 24 00 | 866 32 | 3190 07 | 1633 33 | 299 73 | 30 34 | 890 66 | |
| 58 Norwood | 522 04 | 522 04 | | 1268 82 | 2312 90 | 1852 25 | 256 30 | 12 45 | 191 90 | |
| 59 Oakville | 509 58 | 1487 22 | 143 50 | | 2140 30 | 1800 00 | 87 23 | 20 00 | 205 39 | |
| 60 Oakwood | 450 00 | 900 00 | 40 00 | 111 17 | 1501 17 | 1146 00 | 48 22 | 19 00 | 171 84 | |
| 61 Omeme | 463 46 | 1576 37 | | 899 46 | 2939 29 | 1290 00 | | 89 31 | 1494 61 | |
| 62 Orangeville | 667 32 | 1904 13 | 519 50 | 91 43 | 3182 38 | 2500 00 | 165 90 | | 344 21 | |
| 63 Orillia | 551 83 | 2301 83 | 336 50 | 121 53 | 3311 69 | 2315 52 | 509 94 | | 486 23 | |
| 64 Oshawa | 878 90 | 3415 90 | 95 00 | | 4389 80 | 3547 95 | 90 36 | 126 77 | 381 24 | |
| 65 Ottawa, C.I. | 1945 00 | 3917 56 | 3971 14 | 3276 38 | 13110 08 | 7221 69 | 3554 35 | 566 22 | 1767 87 | |
| 66 Owen Sound, C.I | 1319 40 | 3052 28 | 340 00 | 15 80 | 6727 48 | 5136 50 | 362 70 | 623 56 | 604 72 | |
| 67 Paris | 503 13 | 1503 13 | 16 75 | 728 01 | 2751 02 | 1991 75 | 75 56 | 197 67 | 371 62 | |
| 68 Parkhill | 641 03 | 1841 03 | 214 50 | 207 77 | 2904 33 | 2169 31 | 275 00 | 46 08 | 205 29 | |
| 69 Pembroke | 837 49 | 3134 40 | | 1681 45 | 5653 34 | 2450 00 | 2439 46 | 94 00 | 630 17 | |
| 70 Perth, C.I. | 1097 27 | 3876 06 | 428 00 | 3470 22 | 8871 55 | 2993 52 | 674 40 | 1019 89 | 3969 08 | |
| 71 Peterboro', C.I. | 1536 85 | 3880 00 | 1094 53 | 1070 50 | 7581 88 | 5305 81 | 750 00 | 798 82 | 727 25 | |
| 72 Petrolia | 625 64 | 2656 28 | 51 00 | 637 12 | 3970 04 | 2397 64 | 406 14 | 114 23 | 523 99 | |
| 73 Picton | 746 42 | 3846 42 | 85 00 | 3274 68 | 7952 52 | 3114 96 | 1069 89 | 28 88 | 3550 72 | |
| 74 Port Dover | 460 29 | 1203 03 | 26 00 | | 1689 32 | 1550 00 | 66 13 | | 73 19 | |
| 75 Port Hope | 863 44 | 2079 48 | 1042 50 | 99 73 | 4085 15 | 3093 32 | 245 62 | 97 76 | 648 45 | |
| 76 Port Perry | 883 82 | 2103 79 | | 32 76 | 3020 37 | 2852 00 | | | 135 37 | |
| 77 Port Rowan | 463 60 | 463 60 | | 522 65 | 1449 85 | 1449 80 | | | 05 | |
| 78 Prescott | 475 67 | 1371 00 | 100 75 | 67 97 | 2015 39 | 1554 60 | 168 94 | | 228 58 | |
| 79 Renfrew | 531 36 | 1631 36 | | 581 34 | 2744 06 | 2066 66 | 35 10 | 85 26 | 221 02 | |
| 80 Richmond Hill. | 474 78 | 950 00 | 493 75 | 222 34 | 2140 87 | 1690 00 | 169 09 | 66 53 | 246 49 | |
| 81 Ridgetown, C.I. | 1161 03 | 2311 03 | 82 00 | 11976 24 | 15530 30 | 3872 35 | 327 09 | 155 04 | 11175 82 | |
| 82 Sarnia | 973 15 | 3873 18 | | 645 73 | 5492 06 | 3500 00 | 222 71 | 666 49 | 1102 86 | |
| 83 Seaford | 894 15 | 2394 15 | 1046 00 | 222 95 | 4557 25 | 3270 83 | 72 81 | 119 62 | 384 67 | |
| 84 Simcoe | 817 46 | 1902 54 | | | 2720 00 | 2500 00 | | 40 00 | 180 00 | |
| 85 Smith's Falls | 526 65 | 1924 97 | | 33 00 | 2484 62 | 2012 50 | 185 38 | 61 98 | 224 76 | |
| 86 Smithville | 454 70 | 860 00 | 46 03 | 412 57 | 1773 30 | 1331 25 | 62 84 | | 138 31 | |

High Schools.

| MONEYS. | | | | No. of Pupils Attending. | | | Average Attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | | | |
|--------------------|-----------|---------|----|--------------------------|--------|--------|---------------------|---|---------------------------------------|----------------------|------------------------|--------|----|
| EXPENDITURE. | | | | Boys. | Girls. | Total. | | | | On Total Attendance. | On Average Attendance. | | |
| Total Expenditure. | Balances. | | | | | | | | | | | | |
| \$ | c. | \$ | c. | | | | | | | \$ | c. | \$ | c. |
| 43 | 3118 63 | 592 24 | | 62 | 51 | 113 | 64 | 57 | \$3 and \$2 | 27 59 | | 48 72 | |
| 44 | 6171 30 | 315 57 | | 110 | 43 | 153 | 84 | 55 | \$5.25 | 40 33 | | 73 46 | |
| 45 | 5066 56 | | | 90 | 78 | 168 | 91 | 54 | Free | 30 15 | | 55 68 | |
| 46 | 2138 88 | 109 69 | | 45 | 53 | 98 | 58 | 59 | \$1, 50 cts. and 25 cts. per mo. | 21 81 | | 36 88 | |
| 47 | 8768 58 | 3534 38 | | 183 | 216 | 399 | 235 | 59 | Free; \$40 per an. non-res | 21 97 | | 37 31 | |
| 48 | 2267 53 | 86 35 | | 61 | 28 | 89 | 57 | 64 | \$3 | 25 47 | | 39 79 | |
| 49 | 4017 25 | 532 75 | | 50 | 68 | 118 | 68 | 58 | \$3 and \$2 | 34 04 | | 59 07 | |
| 50 | 3956 12 | | | 92 | 94 | 186 | 124 | 67 | Free | 21 27 | | 31 90 | |
| 51 | 4433 87 | 66 67 | | 59 | 50 | 109 | 64 | 59 | \$2 | 40 68 | | 69 28 | |
| 52 | 3568 37 | 2 96 | | 75 | 101 | 176 | 92 | 52 | Free | 20 27 | | 38 78 | |
| 53 | 1572 23 | | | 24 | 27 | 51 | 41 | 80 | Free | 30 82 | | 38 34 | |
| 54 | 1592 75 | 378 90 | | 27 | 34 | 61 | 36 | 59 | Free | 26 11 | | 44 25 | |
| 55 | 2526 06 | 85 86 | | 71 | 70 | 141 | 78 | 55 | \$4 | 17 91 | | 32 38 | |
| 56 | 1333 39 | 284 43 | | 29 | 12 | 41 | 18 | 44 | Free | 32 51 | | 74 06 | |
| 57 | 2854 06 | 336 01 | | 35 | 41 | 76 | 39 | 51 | Free | 37 55 | | 73 18 | |
| 58 | 2312 90 | | | 34 | 36 | 70 | 43 | 61 | Free | 33 04 | | 53 79 | |
| 59 | 2112 62 | 27 68 | | 24 | 50 | 74 | 44 | 60 | 50 cts., 25 cts. per month | 28 55 | | 48 00 | |
| 60 | 1385 06 | 116 11 | | 50 | 28 | 78 | 42 | 54 | Free | 17 76 | | 33 00 | |
| 61 | 2873 92 | 65 37 | | 24 | 25 | 49 | 31 | 63 | Free | 58 65 | | 92 71 | |
| 62 | 3010 11 | 172 27 | | 84 | 90 | 174 | 95 | 54 | \$3 and \$2 | 17 30 | | 31 68 | |
| 63 | 3311 69 | | | 63 | 59 | 122 | 62 | 51 | 50 cents per month | 27 15 | | 53 42 | |
| 64 | 4146 32 | 243 48 | | 89 | 86 | 175 | 109 | 62 | Free | 23 69 | | 38 04 | |
| 65 | 13110 08 | | | 199 | 117 | 316 | 191 | 60 | \$15 p. an. res.; \$27 p. an. non-res | 41 48 | | 68 64 | |
| 66 | 6727 48 | | | 129 | 176 | 305 | 173 | 57 | \$2 and \$3 | 22 06 | | 38 89 | |
| 67 | 2636 60 | 114 42 | | 26 | 47 | 73 | 39 | 54 | Free | 36 12 | | 67 59 | |
| 68 | 2635 68 | 268 65 | | 56 | 50 | 106 | 62 | 58 | \$2.50 and \$3.50 | 24 86 | | 42 51 | |
| 69 | 5613 63 | 39 71 | | 76 | 74 | 150 | 82 | 54 | Free | 37 43 | | 68 47 | |
| 70 | 8656 89 | 214 66 | | 60 | 82 | 142 | 85 | 60 | \$4 per quarter | 60 96 | | 101 84 | |
| 71 | 7581 88 | | | 121 | 96 | 217 | 129 | 60 | \$2 perm. res. and 50c. non-res. | 34 94 | | 58 77 | |
| 72 | 3442 00 | 528 04 | | 60 | 62 | 122 | 81 | 66 | Free | 28 21 | | 42 48 | |
| 73 | 7764 45 | 188 07 | | 72 | 101 | 173 | 102 | 59 | Free | 44 88 | | 76 12 | |
| 74 | 1689 32 | | | 32 | 38 | 70 | 39 | 56 | Free | 24 13 | | 43 31 | |
| 75 | 4085 15 | | | 73 | 90 | 163 | 108 | 50 | \$9 res.; \$11 non-res. per an | 25 06 | | 37 82 | |
| 76 | 2987 37 | 33 00 | | 74 | 63 | 137 | 79 | 58 | Free | 21 80 | | 37 81 | |
| 77 | 1449 85 | | | 20 | 29 | 49 | 36 | 61 | Free | 29 59 | | 48 33 | |
| 78 | 1952 12 | 63 27 | | 41 | 53 | 94 | 53 | 56 | Free res.; \$1 per mo. non-res. | 20 77 | | 36 83 | |
| 79 | 2408 04 | 336 02 | | 62 | 83 | 145 | 82 | 60 | Free | 16 61 | | 29 36 | |
| 80 | 2082 11 | 58 76 | | 52 | 46 | 98 | 59 | 56 | \$2.50 | 21 24 | | 35 29 | |
| 81 | 15530 30 | | | 118 | 84 | 202 | 111 | 55 | Free | 76 88 | | 139 91 | |
| 82 | 5492 06 | | | 88 | 151 | 239 | 136 | 57 | Free | 22 98 | | 40 39 | |
| 83 | 3847 93 | 709 32 | | 73 | 75 | 148 | 102 | 69 | \$3 | 26 00 | | 37 72 | |
| 84 | 2720 00 | | | 65 | 84 | 150 | 84 | 56 | Free | 18 13 | | 32 38 | |
| 85 | 2484 62 | | | 51 | 46 | 97 | 56 | 58 | Free | 25 61 | | 44 37 | |
| 86 | 1532 40 | 240 90 | | 37 | 34 | 71 | 40 | 56 | \$4 per annum | 21 58 | | 38 30 | |

High Schools.

| MONEYS. | | | No. OF PUPILS ATTENDING. | | | Average Attendance. | Percentage of average attendance to total attendance. | CHARGES PER TERM. | COST PER PUPIL. | |
|--------------------|-----------|-------|--------------------------|--------|----------------------|---------------------|---|-------------------|------------------------|-------|
| EXPENDITURE. | | Boys. | Girls. | Total. | On Total Attendance. | | | | On Average Attendance. | |
| Total Expenditure. | Balances. | | | | | | | | | |
| \$ c. | \$ c. | | | | | | | | \$ c. | \$ c. |
| 87 7323 69 | 70 67 | 161 | 110 | 271 | 161 | 60 | \$1 & \$6, \$2 & \$8, \$20 & \$40 .. | 27 03 | 45 49 | |
| 88 9484 67 | 39 20 | 162 | 127 | 289 | 172 | 60 | \$10 and \$7 per annum | 32 82 | 55 14 | |
| 89 1648 88 | 19 97 | 43 | 36 | 79 | 50 | 63 | 50 cents per month | 20 87 | 33 00 | |
| 90 8511 96 | 195 80 | 114 | 125 | 239 | 149 | 62 | \$16 per annum | 35 61 | 57 13 | |
| 91 7276 59 | 227 12 | 95 | 98 | 193 | 121 | 63 | Free res.; \$6, \$4 non-res. | 37 70 | 60 14 | |
| 92 7962 81 | ..... | 182 | 169 | 351 | 210 | 60 | Free | 22 69 | 37 92 | |
| 93 1916 43 | 91 07 | 46 | 38 | 84 | 50 | 60 | Free | 22 81 | 38 32 | |
| 94 2482 26 | 371 64 | 24 | 44 | 68 | 47 | 69 | Free | 36 50 | 52 81 | |
| 95 683 84 | 66 16 | 22 | 21 | 43 | ..... | ..... | Free | 16 00 | ..... |  |
| 96 18257 84 | 343 97 | 388 | 259 | 647 | 333 | 51 | \$4, \$4.38 and \$5 | 28 22 | 54 83 | |
| 97 4204 81 | 242 84 | 51 | 45 | 96 | 58 | 60 | Free | 43 80 | 72 50 | |
| 98 3234 40 | 3 22 | 72 | 44 | 116 | 63 | 54 | \$2.50 | 27 88 | 51 33 | |
| 99 1768 99 | 382 95 | 34 | 48 | 82 | 48 | 59 | Free | 21 57 | 36 86 | |
| 100 1660 36 | ..... | 16 | 25 | 41 | 20 | 49 | Free | 40 48 | 83 06 | |
| 101 8929 24 | 42 26 | 119 | 105 | 224 | 122 | 54 | \$3 and \$2 | 39 86 | 73 19 | |
| 102 2888 12 | 104 89 | 45 | 33 | 78 | 41 | 53 | Free | 37 02 | 70 44 | |
| 103 1686 93 | 197 97 | 50 | 31 | 81 | 48 | 59 | \$1.50 | 20 82 | 35 15 | |
| 104 3032 59 | ..... | 51 | 53 | 104 | 62 | 60 | 50 cents per month | 29 15 | 48 90 | |
| 105 1535 67 | 242 04 | 43 | 31 | 74 | 37 | 50 | \$2.50 | 20 75 | 41 49 | |
| 106 6167 92 | ..... | 94 | 91 | 185 | 117 | 63 | \$2 | 33 33 | 52 72 | |
| 107 2010 80 | 332 49 | 29 | 37 | 66 | 39 | 59 | Free | 30 47 | 51 56 | |
| 108 2993 65 | 180 00 | 48 | 77 | 125 | 73 | 58 | Free | 23 94 | 41 01 | |
| 109 5392 02 | 82 26 | 87 | 110 | 197 | 117 | 60 | \$1 | 27 37 | 46 08 | |
| 1 477797 35 | 24517 33 | 7907 | 7437 | 15344 | 8797 | C.I. 57 H.S. 57 | { 58 free | C.I. .34 12 | 59 79 | |
| | | | | | | Av. 57 | { 51 fee | H.S. .29 00 | 50 41 | |
| | | | | | | | | Av. .31 14 | 54 31 | |
| 2 429761 87 | 29178 91 | 7259 | 6991 | 14250 | 8207 | C.I. 56 H.S. 58 | { 64 free | C.I. .33 38 | 59 51 | |
| | | | | | | Av. 58 | { 43 fee | H.S. .28 57 | 48 98 | |
| | | | | | | | | Av. .30 16 | 52 36 | |
| 3 48035 48 | ..... | 648 | 446 | 1094 | 590 | C. I. 1 | 8 fee | C.I. .0 74 | 0 28 | |
| | | | | | | | | H.S. .0 43 | 1 43 | |
| | | | | | | | | Av. .0 98 | 1 95 | |
| 4 | 4661 58 | ..... | ..... | ..... | ..... | H.S. 1 Av. 1 | 6 free ..... | ..... | ..... |  |

VIII.—TABLE H.—The

NUMBER OF PUPILS IN THE VARIOUS

SUBJECTS.

HIGH SCHOOLS.

| | In Reading. | In Orthography and Orthoëpy. | In English Grammar. | In Composition. | In Literature. | In History. | In Geography. | In Arithmetic and Mensuration. | In Algebra. | In Euclid. | In Trigonometry. | In Physics. |
|----------------------------|-------------|------------------------------|---------------------|-----------------|----------------|-------------|---------------|--------------------------------|-------------|------------|------------------|-------------|
| 1 Alexandria | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | 40 | ..... | ..... |
| 2 Almonte | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 140 | 1 | 3 |
| 3 Arnprior | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | ..... | 4 |
| 4 Aylmer | 134 | 134 | 144 | 144 | 144 | 144 | 144 | 140 | 144 | 144 | 8 | 70 |
| 5 Barrie, C. I. | 153 | 153 | 166 | 166 | 166 | 166 | 166 | 166 | 154 | 153 | 10 | 63 |
| 6 Beamsville | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | 33 | ..... | ..... |
| 7 Belleville | 236 | 198 | 260 | 260 | 260 | 261 | 261 | 261 | 254 | 190 | 5 | 36 |
| 8 Berlin | 107 | 107 | 110 | 110 | 110 | 110 | 108 | 109 | 98 | 92 | 7 | 30 |
| 9 Bowmanville | 114 | 114 | 114 | 114 | 114 | 114 | 114 | 109 | 102 | 64 | 11 | 30 |
| 10 Bradford | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 3 | 3 |
| 11 Brampton | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 161 | 61 | 154 |
| 12 Brantford, C. I. | 298 | 298 | 298 | 298 | 298 | 298 | 298 | 298 | 298 | 298 | 18 | 25 |
| 13 Brighton | 69 | 69 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 1 | 18 |
| 14 Brockville | 114 | 114 | 124 | 124 | 126 | 124 | 124 | 120 | 126 | 126 | 6 | 8 |
| 15 Caledonia | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 164 | 8 | 114 |
| 16 Campbellford | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | 100 | ..... | 100 |
| 17 Carleton Place | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 85 | 6 | 12 |
| 18 Cayuga | 40 | 40 | 40 | 40 | 29 | 40 | 40 | 40 | 38 | 40 | ..... | 21 |
| 19 Chatham, C. L. | 235 | 235 | 235 | 235 | 235 | 234 | 234 | 235 | 225 | 225 | 7 | 50 |
| 20 Clinton | 113 | 113 | 137 | 137 | 137 | 137 | 137 | 133 | 137 | 137 | 24 | 113 |
| 21 Cobourg, C. I. | 109 | 51 | 143 | 135 | 91 | 149 | 115 | 135 | 138 | 103 | 3 | 37 |
| 22 Colborne | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 69 | 66 | 67 | 1 | 22 |
| 23 Collingwood, C. I. | 244 | 244 | 312 | 312 | 309 | 309 | 309 | 244 | 312 | 312 | 53 | 80 |
| 24 Cornwall | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 117 | 115 | 115 | ..... | 18 |
| 25 Dundas | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 70 | 1 | 10 |
| 26 Dunnville | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 79 | 75 | 75 | ..... | 25 |
| 27 Dutton | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 61 | 7 | 37 |
| 28 Elora | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 100 | 100 | 12 | 20 |
| 29 Essex Centre | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 54 | 2 | 29 |
| 30 Farmersville | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 3 | 15 |
| 31 Fergus | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 94 | ..... | 9 |
| 32 Galt, C. I. | 181 | 167 | 196 | 196 | 174 | 183 | 174 | 196 | 196 | 189 | 15 | 75 |
| 33 Gananoque | 65 | 65 | 65 | 65 | 65 | 66 | 66 | 66 | 60 | 61 | 1 | 6 |
| 34 Goderich | 155 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 167 | 162 | 4 | 35 |
| 35 Grimsby | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | 63 | ..... | 1 |
| 36 Guelph, C. I. | 279 | 279 | 279 | 279 | 279 | 279 | 279 | 279 | 279 | 249 | 11 | 35 |
| 37 Hamilton, C. I. | 489 | 489 | 489 | 489 | 489 | 489 | 489 | 489 | 316 | 326 | 21 | 25 |
| 38 Harrison | 135 | 135 | 135 | 135 | 135 | 135 | 135 | 135 | 134 | 131 | 1 | 108 |
| 39 Hawkesbury | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | ..... | 41 |
| 40 Ingersoll, C. I. | 144 | 144 | 148 | 148 | 149 | 148 | 148 | 145 | 154 | 144 | 6 | 57 |
| 41 Iroquois | 108 | 108 | 108 | 108 | 198 | 108 | 108 | 108 | 108 | 108 | ..... | 34 |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| | In Chemistry. | In Botany. | In Latin. | In Greek. | In French. | In German. | In Writing. | In Book-keeping and Commercial Transactions. | In Drawing. | In Music. | In Précis Drawing and Indexing. | In Phonography. | In Commercial Course. | Preparing for University Matriculation. | | Preparing for a learned Profession. | Preparing for a Teacher—Non-professional Examination. |
|----|---------------|------------|-----------|-----------|------------|------------|-------------|--|-------------|-----------|---------------------------------|-----------------|-----------------------|---|------|-------------------------------------|---|
| | | | | | | | | | | | | | | Sen. | Jun. | | |
| 1 | 3 | | 13 | 2 | 27 | | 40 | 40 | 40 | | | | | 1 | 1 | 2 | 38 |
| 2 | 23 | 1 | 70 | 11 | 78 | 6 | 140 | 140 | 140 | | | | 140 | 17 | 20 | 30 | 80 |
| 3 | 13 | | 28 | 4 | 47 | | | 63 | 63 | | | | 1 | 3 | 5 | 16 | |
| 4 | 72 | 70 | 29 | 5 | 35 | 2 | 88 | 138 | 135 | | 42 | | 2 | 1 | 3 | 4 | 62 |
| 5 | 48 | 52 | 90 | 16 | 63 | 11 | 120 | 153 | 154 | | 13 | | | 2 | 14 | 4 | 76 |
| 6 | 4 | | 5 | | 8 | 10 | 33 | 15 | 33 | 33 | | | 1 | | 1 | 1 | 10 |
| 7 | 45 | 35 | 68 | 16 | 135 | 12 | 200 | 185 | 244 | | 32 | | 13 | 5 | 16 | 6 | 72 |
| 8 | 61 | 15 | 32 | 5 | 21 | 63 | 102 | 83 | 96 | | | 4 | 10 | 1 | 7 | 5 | 40 |
| 9 | 10 | 20 | 20 | 4 | 30 | 12 | 102 | 102 | 102 | | | | | 1 | 10 | 3 | 30 |
| 10 | 25 | 3 | 40 | 4 | 36 | 3 | 78 | 78 | 78 | | 78 | | 3 | | 4 | 1 | 21 |
| 11 | 64 | 20 | 80 | 8 | 65 | 4 | 154 | 154 | 154 | 64 | 3 | | 4 | 3 | 9 | 8 | 80 |
| 12 | 65 | 25 | 90 | 25 | 98 | 32 | 298 | 225 | 298 | 180 | | | | 11 | | | 70 |
| 13 | 16 | 18 | 46 | 11 | 24 | | 59 | 68 | 69 | | | | | 3 | 2 | 60 | |
| 14 | 54 | 20 | 56 | 9 | 78 | 12 | 74 | 114 | 114 | | | | | 1 | 13 | 14 | 65 |
| 15 | 55 | 114 | 30 | 14 | 35 | 1 | 164 | 92 | 164 | 58 | 55 | | | 14 | 118 | 136 | |
| 16 | 26 | 100 | 18 | 8 | | | 100 | 68 | 92 | | | | | 5 | | 75 | |
| 17 | 18 | 35 | 30 | 7 | 28 | | 85 | 85 | 85 | | | | | 7 | | 50 | |
| 18 | 11 | 12 | 17 | 2 | 24 | | 40 | 40 | 15 | | | 9 | | 4 | 11 | 16 | |
| 19 | 35 | 50 | 97 | 15 | 120 | 24 | 200 | 150 | 170 | 40 | 10 | | 25 | 2 | 10 | 4 | 76 |
| 20 | 60 | 60 | 40 | 30 | 46 | 4 | 113 | 60 | 60 | 40 | 8 | | 8 | 4 | 20 | | 113 |
| 21 | 27 | 25 | 68 | 35 | 54 | 19 | 32 | 86 | 39 | 157 | | | | 46 | 20 | 45 | |
| 22 | 18 | 13 | 27 | 2 | 28 | 9 | 69 | 69 | 69 | | | | 1 | 6 | 4 | 56 | |
| 23 | 118 | 80 | 66 | 15 | 68 | 6 | 244 | 244 | 244 | 67 | | | 67 | 27 | 5 | 208 | |
| 24 | 30 | 18 | 42 | 4 | 62 | | 117 | 114 | 115 | | 6 | | | 4 | 6 | 50 | |
| 25 | 32 | 10 | 30 | | 26 | | 70 | 70 | 70 | | 32 | | 45 | 8 | 9 | 50 | |
| 26 | 18 | 17 | 12 | | | | 79 | 65 | 66 | | 14 | | 14 | | 4 | 34 | |
| 27 | 2 | 14 | 25 | 7 | 28 | 8 | 61 | 33 | 33 | | 1 | | 8 | 9 | 2 | 21 | |
| 28 | 60 | 45 | 40 | 45 | 60 | 30 | 105 | 95 | 90 | | 25 | | | 9 | 2 | 50 | |
| 29 | 9 | 3 | 31 | 2 | 15 | | 54 | 20 | 54 | | | | | 1 | 2 | 30 | |
| 30 | 18 | 15 | 46 | 2 | 43 | | 104 | 50 | 104 | | | | | 3 | 1 | 60 | |
| 31 | 11 | 9 | 40 | 7 | 38 | | 96 | 96 | 96 | | | | | 5 | | 20 | |
| 32 | 51 | 25 | 61 | 18 | 96 | 41 | 143 | 98 | 155 | | 34 | | 17 | 32 | 17 | 83 | |
| 33 | 1 | 6 | 18 | 7 | 43 | | 65 | 62 | 65 | | | | | 5 | 2 | 16 | |
| 34 | 10 | 30 | 44 | 9 | 66 | 10 | 45 | 55 | 140 | | | | | 2 | 6 | 4 | 75 |
| 35 | 63 | 20 | 32 | 1 | 30 | 6 | 63 | 63 | 63 | 63 | | | | 4 | 3 | 20 | |
| 36 | 40 | 35 | 82 | 18 | 100 | 18 | 255 | 279 | 279 | | | | | 1 | 10 | | 110 |
| 37 | 70 | 30 | 150 | 30 | 70 | 25 | 270 | 250 | 100 | 100 | 200 | 65 | 135 | 4 | 21 | 8 | 80 |
| 38 | 40 | 46 | 21 | 9 | 33 | 22 | 132 | 112 | 130 | | 1 | | | 7 | 10 | 4 | 85 |
| 39 | 12 | 12 | 13 | 1 | 7 | | 41 | 41 | 41 | 41 | | | | 10 | 4 | 21 | |
| 40 | 36 | 65 | 44 | 16 | 43 | 4 | 144 | 144 | 144 | 140 | | | | 2 | 4 | 5 | 60 |
| 41 | 27 | 34 | 23 | 7 | 24 | | 108 | 65 | 108 | | | | | 5 | 5 | 40 | |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| In Chemistry. | | In Botany. | | In Latin. | | In Greek. | | In French. | | In German. | | In Writing. | | In Book-keeping and Commercial Transactions. | | In Drawing. | | In Music. | | In Précis Writing and Indexing. | | In Phonography. | | In Commercial Course. | | Preparing for University Matriculation. | | Preparing for a Learned Profession. | | Preparing for a Teacher—Non-professional Examination. | |
|---------------|------|------------|-----|-----------|-----|-----------|------|------------|-----|------------|------|-------------|------|--|------|-------------|------|-----------|------|---------------------------------|------|-----------------|------|-----------------------|------|---|------|-------------------------------------|------|---|-----|
| | | | | | | | | | | | | | | | | | | | | | | | | | | Sen. | | Jun. | | | |
| 42 | 26 | 60 | 20 | 3 | 15 | | | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 | 108 |
| 43 | 44 | 60 | 30 | 8 | 20 | | 5 | 113 | 107 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 | 105 |
| 44 | 50 | 25 | 112 | 14 | 112 | .... | 40 | 70 | 70 | 60 | 25 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 20 | 13 | 50 | 40 | .... | 23 | |
| 45 | 34 | 62 | 25 | 4 | 31 | .... | 11 | 91 | 91 | 132 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 24 | 1 | 15 | 5 | .... | 114 | |
| 46 | 13 | 91 | 18 | 7 | 4 | .... | .... | 98 | 95 | 95 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 58 | |
| 47 | 60 | 54 | 133 | 32 | 156 | .... | 22 | 350 | 360 | 380 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 80 | |
| 48 | 22 | 25 | 26 | .... | 35 | .... | .... | 89 | 89 | 89 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 80 | |
| 49 | 30 | 38 | 19 | 1 | 22 | .... | 35 | 114 | 114 | 114 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 50 | |
| 50 | 57 | 54 | 69 | 14 | 50 | .... | 11 | 186 | 186 | 186 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 44 | |
| 51 | 25 | 27 | 22 | 2 | 20 | .... | 2 | 109 | 20 | 80 | 50 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 50 | |
| 52 | 31 | 12 | 60 | 13 | 67 | .... | 67 | .... | 83 | 83 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 52 | |
| 53 | 16 | 51 | 13 | .... | 15 | .... | .... | 36 | 36 | 49 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 29 | |
| 54 | 10 | 23 | 7 | 1 | 11 | .... | .... | 10 | 40 | 40 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 | |
| 55 | 29 | 40 | 38 | 6 | 44 | .... | 6 | 136 | 70 | 136 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 80 | |
| 56 | .... | 14 | 11 | 4 | 14 | .... | .... | 40 | 36 | 15 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 3 | |
| 57 | 16 | 4 | 26 | 3 | 35 | .... | .... | 76 | 76 | 76 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 28 | |
| 58 | 20 | 50 | 7 | 2 | 28 | .... | .... | 70 | 70 | 70 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 35 | |
| 59 | 13 | 29 | 11 | 2 | 28 | .... | .... | 74 | 65 | 49 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 51 | |
| 60 | 27 | 33 | 19 | 4 | 16 | .... | .... | 60 | 60 | 78 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 40 | |
| 61 | 9 | 12 | 10 | 5 | 25 | .... | 1 | 49 | 26 | 49 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 21 | |
| 62 | 43 | 105 | 25 | 18 | 37 | .... | 10 | 95 | 158 | 164 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 106 | |
| 63 | 37 | 9 | 48 | 22 | 47 | .... | 2 | 68 | 93 | 110 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 51 | |
| 64 | 63 | 30 | 46 | 12 | 90 | .... | 6 | 175 | 175 | 175 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 25 | |
| 65 | 78 | 78 | 178 | 31 | 177 | .... | 21 | 286 | 286 | 86 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 57 | |
| 66 | 52 | 87 | 78 | 10 | 116 | .... | 13 | 292 | 292 | 292 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 90 | |
| 67 | 8 | 12 | 26 | 1 | 12 | .... | .... | 53 | 53 | 73 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 17 | |
| 68 | 22 | 28 | 20 | 2 | 18 | .... | .... | 106 | 106 | 106 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 80 | |
| 69 | 58 | 15 | 88 | 15 | 15 | .... | .... | 87 | 150 | 150 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 50 | |
| 70 | 18 | 4 | 45 | 3 | 65 | .... | 24 | 142 | 40 | 142 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 37 | |
| 71 | 29 | 5 | 42 | 3 | 75 | .... | 5 | 217 | 100 | 85 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 31 | |
| 72 | 33 | 41 | 48 | 1 | 45 | .... | 7 | 122 | 118 | 118 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 65 | |
| 73 | 40 | 69 | 37 | 12 | 58 | .... | 11 | 173 | 90 | 173 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 92 | |
| 74 | 20 | 28 | 18 | .... | 27 | .... | 7 | 70 | 68 | 68 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |  |
| 75 | 38 | 57 | 40 | 11 | 54 | .... | 3 | 124 | 41 | 163 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 43 | |
| 76 | 22 | 49 | 62 | 6 | 65 | .... | 6 | 125 | 125 | 135 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 58 | |
| 77 | 18 | 49 | 12 | 4 | 8 | .... | .... | 49 | 47 | 47 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 20 | |
| 78 | 20 | 15 | 32 | .... | 45 | .... | .... | 94 | 54 | 90 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 21 | |
| 79 | 12 | 25 | 53 | 4 | 108 | .... | .... | 145 | 112 | 145 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 34 | |
| 80 | 40 | 10 | 32 | 8 | 42 | .... | 2 | 98 | 98 | 98 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... |  |
| 81 | 75 | 75 | 50 | 6 | 40 | .... | 9 | 130 | 175 | 188 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 1 | |
| 82 | 42 | 66 | 64 | 12 | 126 | .... | .... | 239 | 239 | 239 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 94 | |
| 83 | 28 | 40 | 20 | 6 | 34 | .... | 6 | 148 | 148 | 148 | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | .... | 80 | |

NUMBER OF PUPILS IN THE VARIOUS

| HIGH SCHOOLS. | SUBJECTS. | | | | | | | | | | | |
|--|-------------|------------------------------|---------------------|-----------------|----------------|-------------|---------------|--------------------------------|-------------|------------|------------------|-------------|
| | In Reading. | In Orthography and Orthoëpy. | In English Grammar. | In Composition. | In Literature. | In History. | In Geography. | In Arithmetic and Mensuration. | In Algebra. | In Euclid. | In Trigonometry. | In Physics. |
| 84 Simcoe | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 150 | 4 | 54 |
| 85 Smith's Falls | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 97 | 1 | 12 |
| 86 Smithville | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | 71 | ..... | 68 |
| 87 Stratford, C. I. | 255 | 251 | 271 | 271 | 271 | 266 | 266 | 266 | 263 | 260 | 14 | 6 |
| 88 Strathroy, C. I. | 289 | 289 | 289 | 289 | 289 | 289 | 289 | 289 | 289 | 289 | 15 | 120 |
| 89 Streetsville | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 136 | 4 | 23 |
| 90 St. Catharines, C. I. . | 180 | 180 | 217 | 239 | 239 | 217 | 217 | 180 | 220 | 220 | 63 | 52 |
| 91 St. Mary's, C. I. | 193 | 193 | 193 | 193 | 193 | 193 | 193 | 193 | 183 | 193 | 6 | 162 |
| 92 St. Thomas, C. I. | 351 | 327 | 351 | 351 | 351 | 348 | 348 | 348 | 351 | 297 | 23 | 78 |
| 93 Sydenham | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 84 | 10 | 78 |
| 94 Thorold | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | 67 | ..... | 5 |
| 95 Tilsonburg | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 43 | 41 | 42 | ..... | 10 |
| 96 Toronto, C. I. | 594 | 647 | 647 | 647 | 647 | 647 | 647 | 647 | 507 | 507 | 53 | 470 |
| 97 Trenton | 91 | 91 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 96 | 5 | 25 |
| 98 Uxbridge | 116 | 116 | 116 | 116 | 116 | 116 | 116 | 116 | 95 | 87 | 4 | 30 |
| 99 Vankleekhill | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 82 | 80 | 80 | ..... | 31 |
| 100 Vienna | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 41 | 38 | 39 | 2 | 9 |
| 101 Walkerton | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 224 | 7 | 41 |
| 102 Wardsville | 76 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | 78 | ..... | 50 |
| 103 Waterdown | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 81 | 1 | 10 |
| 104 Welland | 104 | 104 | 104 | 104 | 85 | 104 | 104 | 104 | 104 | 100 | 4 | 17 |
| 105 Weston | 74 | 50 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 74 | 4 | ..... |
| 106 Whitby, C. I. | 175 | 175 | 179 | 179 | 185 | 179 | 179 | 175 | 185 | 185 | 8 | 75 |
| 107 Williamstown | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | 66 | ..... | 10 |
| 108 Windsor | 124 | 124 | 124 | 124 | 124 | 124 | 124 | 125 | 125 | 125 | ..... | 10 |
| 109 Woodstock, C. I. | 187 | 187 | 197 | 197 | 197 | 197 | 197 | 187 | 190 | 190 | 10 | 67 |
| 1 Total, 1886 | 14691 | 14538 | 15182 | 15142 | 14878 | 15201 | 15126 | 15122 | 14813 | 14406 | 754 | 5019 |
| 2 " 1885 | 13253 | 13217 | 13942 | 14022 | 13497 | 13912 | 13885 | 14017 | 13633 | 13166 | 461 | 6939 |
| 3 Increase | 1438 | 1321 | 1240 | 1120 | 1381 | 1289 | 1241 | 1105 | 1180 | 1240 | 293 | ..... |
| 4 Decrease ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1920 |
| 5 Percentage of total attendance | 96 | 95 | 99 | 99 | 97 | 99 | 99 | 99 | 97 | 94 | 5 | 33 |

High Schools.

BRANCHES OF INSTRUCTION.

SUBJECTS.

| In Chemistry. | | In Botany. | | In Latin. | | In Greek. | | In French. | | In German. | | In Writing. | | In Book-keeping and Commercial Transactions. | | In Drawing. | | In Music. | | In Précis Writing and Indexing. | | In Phonography. | | In Commercial Course. | | Preparing for University Matriculation. | | Preparing for a Learned Profession. | | Preparing for a Teacher—Non-professional Examination. | | | |
|---------------|------|------------|------|-----------|------|-----------|-------|------------|-------|------------|------|-------------|------|--|-----|-------------|------|-----------|--|---------------------------------|----|-----------------|-----|-----------------------|----|---|----|-------------------------------------|-----|---|--|--|--|
| | | | | | | | | | | | | | | | | | | | | | | | | | | Sen. | | Jun | | | | | |
| 84 | 37 | 54 | 44 | 4 | 65 | 13 | 150 | 150 | 150 | 25 | | | | | | | | | | | | | | | | 10 | 10 | 10 | 60 | 60 | | | |
| 85 | 12 | 3 | 28 | 5 | 40 | | 97 | 97 | 97 | | | | | | | | | | | | | | | | | 3 | 3 | 1 | 14 | 14 | | | |
| 86 | 10 | 71 | 6 | 3 | | | 71 | 61 | 71 | | | | | | | | | | | | 10 | | 10 | | | 3 | 1 | 1 | 49 | 49 | | | |
| 87 | 65 | 10 | 102 | 16 | 61 | 149 | 190 | 211 | 251 | | | | | | | | | | | | | | | | 7 | 18 | 6 | 129 | 129 | | | | |
| 88 | 50 | 140 | 90 | 20 | 80 | 15 | 260 | 260 | 260 | | | | | | | | | | | | | | 100 | | 14 | 10 | 10 | 140 | 140 | | | | |
| 89 | 23 | 23 | 35 | 5 | 42 | 14 | 136 | 136 | 136 | 7 | 2 | | | | | | | | | | | | 2 | | 5 | 3 | 50 | 50 | | | | | |
| 90 | 54 | 49 | 89 | 43 | 102 | 20 | 170 | 170 | 170 | 85 | | | | | | | | | | | | | | | 19 | 39 | 12 | 70 | 70 | | | | |
| 91 | 32 | 162 | 35 | 6 | 38 | 12 | 182 | 184 | 184 | | 14 | | 14 | | | | | | | | | | 14 | | | 9 | 5 | 9 | 78 | 78 | | | |
| 92 | 67 | 78 | 152 | 34 | 127 | 36 | 279 | 250 | 297 | 169 | | 22 | 40 | | | | | | | | | | 14 | | 9 | 15 | 19 | 115 | 115 | | | | |
| 93 | 18 | 78 | 12 | 12 | 3 | | 81 | 68 | 68 | | | | | | | | | | | | | | | | 4 | 5 | 3 | 32 | 32 | | | | |
| 94 | 11 | 5 | 14 | 1 | 30 | | 67 | 52 | 28 | | 3 | | 52 | | | | | | | | | | 52 | | | 4 | 4 | 15 | 15 | | | | |
| 95 | 10 | 10 | 18 | 1 | 23 | 1 | 43 | 43 | 41 | | 14 | | 14 | | | | | | | | | | 14 | | | 3 | 2 | 14 | 14 | | | | |
| 96 | 390 | 100 | 330 | 44 | 239 | 85 | 594 | 594 | 320 | 68 | 113 | 191 | | | | | | | | | | | | | | | | | | | | | |
| 97 | 16 | 25 | 15 | 5 | 28 | | 91 | 91 | | | | | | | | | | | | | | | | | 2 | 3 | | | 57 | 57 | | | |
| 98 | 30 | 15 | 60 | 15 | 84 | 12 | 55 | 61 | 116 | | 35 | | 5 | | | | | | | | | | | | 1 | 13 | | | 39 | 39 | | | |
| 99 | 9 | 31 | 12 | 2 | 40 | | 34 | 82 | 82 | | 5 | | 5 | | | | | | | | | | | | | | 1 | 2 | 80 | 80 | | | |
| 100 | 14 | 12 | 11 | 1 | 30 | | 41 | 31 | 41 | | 2 | | 2 | | | | | | | | | | | | | 1 | 1 | 17 | 17 | | | | |
| 101 | 33 | 43 | 48 | 13 | 27 | 45 | 224 | 123 | 216 | | 18 | | 18 | | | | | | | | | | | | | | 16 | 23 | 162 | 162 | | | |
| 102 | 33 | 30 | 15 | | 10 | 2 | 45 | 69 | 78 | | 1 | 1 | | | | | | | | | | | | | | | | 5 | 28 | 28 | | | |
| 103 | 20 | 10 | 11 | 2 | 15 | | 25 | 78 | 81 | | | | 10 | | | | | | | | | | | | | | 1 | 1 | 70 | 70 | | | |
| 104 | 13 | 17 | 74 | 15 | 21 | 12 | 90 | 56 | 86 | | 42 | | 15 | | | | | | | | | | | | | 1 | 8 | 5 | 18 | 18 | | | |
| 105 | 8 | 8 | 38 | 10 | 24 | 2 | 60 | 42 | 31 | | 42 | | 42 | | | | | | | | | | | | | 2 | 9 | 6 | 21 | 21 | | | |
| 106 | 41 | 27 | 68 | 14 | 85 | 9 | 170 | 170 | 182 | 18 | 5 | 35 | | | | | | | | | | | | | | 5 | 6 | 4 | 72 | 72 | | | |
| 107 | 4 | 6 | 12 | 3 | 38 | 1 | | 66 | 66 | | 3 | | 3 | | | | | | | | | | | | | | | | | 24 | | | |
| 108 | 13 | 7 | 44 | 3 | 45 | 3 | 80 | 124 | 124 | | | | | | | | | | | | | | | | | | 3 | 3 | | 3 | | | |
| 109 | 65 | 60 | 37 | 9 | 48 | 15 | 180 | 187 | 187 | | 36 | | 33 | | | | | | | | | | | | | 2 | 4 | 9 | 88 | 88 | | | |
| 1 | 3807 | 3937 | 4954 | 1029 | 5379 | 1172 | 12819 | 12150 | 12956 | 1917 | 1099 | 406 | 1733 | 131 | 969 | 723 | 5777 | | | | | | | | | | | | | | | | |
| 2 | 3612 | 2685 | 4937 | 903 | 5528 | 1111 | 11463 | 11145 | 12150 | 3547 | 621 | 482 | 1643 | 58 | 741 | 763 | 5237 | | | | | | | | | | | | | | | | |
| 3 | 195 | 1252 | 17 | 126 | | 61 | 1356 | 1005 | 806 | | 478 | | 90 | 73 | 228 | | 540 | | | | | | | | | | | | | | | | |
| 4 | | | | | 149 | | | | | 1630 | | 76 | | | | 40 | | | | | | | | | | | | | | | | | |
| 5 | 25 | 26 | 32 | 7 | 35 | 8 | 84 | 79 | 85 | 13 | 7 | 3 | 11 | 1 | 6 | 5 | 38 | | | | | | | | | | | | | | | | |

MISCELLANEOUS

| HIGH SCHOOLS. | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|---------------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|---|--|
| | | | Acres. | | | | | |
| 1 Alexandria..... | B. | F. | 1 | | 12 | 1 | | |
| 2 Almonte..... | S. | R. | 1 | 1 | 20 | 1 | 1 | 2 |
| 3 Arnprior..... | B. | F. | 1 | 1 | 15 | 1 | 1 | |
| 4 Aylmer..... | B. | F. | 4 | | 20 | 1 | 1 | 3 |
| 5 Barrie, C. I..... | B. | F. | 3 | | 16 | 1 | | 5 |
| 6 Beamsville..... | B. | R. | 2 | 1 | 18 | 2 | 1 | |
| 7 Belleville..... | B. | F. | 1 $\frac{1}{4}$ | 1 | 28 | 2 | 1 | 8 |
| 8 Berlin..... | B. | F. | 6 | | 20 | 1 | 1 | |
| 9 Bowmanville..... | B. | F. | 1 $\frac{1}{2}$ | 1 | 12 | 1 | 1 | 3 |
| 10 Bradford..... | B. | F. | 2 | | 10 | 2 | | |
| 11 Brampton..... | B. | F. | 5 | | 30 | 1 | 1 | 4 |
| 12 Brantford, C. I..... | B. | F. | 1 | | 30 | 3 | 1 | 11 |
| 13 Brighton..... | B. | F. | 1 $\frac{1}{2}$ | 1 | 28 | 2 | 1 | 2 |
| 14 Brockville..... | S. | F. | 22 $\frac{3}{4}$ | | 25 | 1 | 1 | 5 |
| 15 Caledonia..... | B. | F. | 1 $\frac{1}{2}$ | 1 | 16 | 1 | 1 | 3 |
| 16 Campbellford..... | S. | F. | 1 | 1 | 10 | 1 | 1 | 4 |
| 17 Carleton Place..... | S. | E. | 1 $\frac{1}{8}$ | 1 | 17 | | 1 | 1 |
| 18 Cayuga..... | B. | F. | 1 | | 10 | 1 | | 1 |
| 19 Chatham, C. I..... | B. | F. | 3 $\frac{1}{2}$ | | 30 | 2 | 1 | 20 |
| 20 Clinton..... | B. | F. | 3 $\frac{1}{4}$ | | 15 | 2 | 1 | 3 |
| 21 Cobourg, C. I..... | B. | F. | 5 $\frac{1}{6}$ | | 49 | 4 | 1 | 18 |
| 22 Colborne..... | B. | F. | 1 | 1 | 8 | 2 | 1 | 3 |
| 23 Collingwood, C. I..... | B. | F. | 1 | | 19 | 2 | | 6 |
| 24 Cornwall..... | B. | F. | 1 $\frac{1}{8}$ | | 20 | 2 | | |
| 25 Dundas..... | B. | F. | 1 $\frac{1}{2}$ | 1 | 23 | 1 | 1 | 4 |
| 26 Dunnville..... | B. | F. | 1 $\frac{1}{2}$ | | 16 | | 1 | |
| 27 Dutton..... | B. | R. | 1 | | 6 | | 1 | |
| 28 Elora..... | S. | R. | 1 $\frac{1}{2}$ | | 29 | 1 | 1 | 2 |
| 29 Essex Centre..... | F. | R. | 4 $\frac{7}{8}$ | | 12 | 1 | 1 | |
| 30 Farmersville..... | S. | F. | 2 | | 12 | 1 | 1 | 2 |
| 31 Fergus..... | S. | F. | 3 $\frac{1}{4}$ | 1 | 13 | 1 | 1 | 2 |
| 32 Galt, C. I..... | S. | F. | 8 $\frac{1}{2}$ | | 54 | 4 | 1 | 5 |
| 33 Gananoque..... | S. | F. | 1 $\frac{1}{2}$ | 1 | 42 | 1 | 1 | 3 |
| 34 Goderich..... | B. | F. | 1 $\frac{1}{2}$ | | 22 | 2 | 1 | 4 |
| 35 Grimsby..... | F. | F. | 1 | | 9 | 2 | 1 | |
| 36 Guelph, C. I..... | S. | F. | 4 | 1 | 25 | 2 | 1 | 6 |
| 37 Hamilton, C. I..... | S. | F. | 1 | 1 | 30 | 3 | 1 | 9 |
| 38 Harriston..... | B. | F. | 3 $\frac{1}{2}$ | | 17 | 1 | 1 | 1 |
| 39 Hawkesbury..... | B. | F. | 1 $\frac{1}{4}$ | 1 | 25 | 1 | 1 | |
| 40 Ingersoll, C. I..... | B. | F. | 2 | 1 | 15 | 1 | 1 | 4 |

High Schools.

INFORMATION.

| Number of pupils who entered mercantile life. | | Number of pupils who became occupied with agriculture. | | Number of pupils who joined any learned profession. | | Number of pupils who left for other occupations. | | Number of pupils in Preparatory Department. | | Number of Masters and Teachers. | | Salary of Head Master. | | HEAD MASTERS AND THEIR UNIVERSITIES. | |
|---|-------|--|-------|---|-------|--|------|--|--|---------------------------------|--|------------------------|--|--------------------------------------|--|
| 1 | 1 | 1 | 5 | ..... | ..... | 2 | 800 | James Smith, M.A., <i>Aberdeen.</i> | | | | | | | |
| 2 | 7 | 3 | 13 | ..... | ..... | 3 | 1000 | P. C. McGregor, B.A., <i>Queen's.</i> | | | | | | | |
| 3 | 5 | ..... | 8 | ..... | ..... | 2 | 875 | L. C. Corbett, B.A., <i>Toronto.</i> | | | | | | | |
| 4 | 3 | 5 | 4 | ..... | ..... | 3 | 1200 | W. W. Rutherford, B.A., <i>Toronto.</i> | | | | | | | |
| 5 | 12 | 6 | 4 | 38 | ..... | 4 | 1500 | H. B. Spotton, M.A., <i>Toronto.</i> | | | | | | | |
| 6 | 1 | ..... | 4 | ..... | ..... | 2 | 725 | David Hicks, B.A., <i>Toronto.</i> | | | | | | | |
| 7 | 4 | 7 | 15 | 20 | ..... | 5 | 1200 | G. S. Wright, M.A., <i>Toronto.</i> | | | | | | | |
| 8 | 13 | 5 | 3 | 18 | ..... | 4 | 1400 | J. W. Connor, B.A., <i>Toronto.</i> | | | | | | | |
| 9 | ..... | ..... | ..... | 40 | ..... | 3 | 1400 | W. W. Tambllyn, M.A., <i>Toronto.</i> | | | | | | | |
| 10 | 5 | 5 | 8 | 9 | ..... | 2 | 1000 | William Forrest, B.A., M.D., <i>Toronto.</i> | | | | | | | |
| 11 | 5 | 10 | 1 | 40 | ..... | 4 | 1100 | Alexander Murray, M.A., <i>Aberdeen.</i> | | | | | | | |
| 12 | ..... | ..... | ..... | ..... | ..... | 8 | 1500 | William Oliver, B.A., <i>Toronto.</i> | | | | | | | |
| 13 | 3 | 5 | 16 | 1 | ..... | 2 | 800 | S. T. Hopper, B.A., <i>Victoria.</i> | | | | | | | |
| 14 | 12 | 5 | 7 | 13 | ..... | 3 | 1200 | A. W. Burt, B.A., <i>Toronto.</i> | | | | | | | |
| 15 | 4 | 9 | 30 | 7 | ..... | 3 | 1000 | L. A. Kennedy, M.A., <i>Victoria.</i> | | | | | | | |
| 16 | ..... | ..... | ..... | ..... | ..... | 2 | 1050 | A. G. Knight, B.A., <i>Victoria.</i> | | | | | | | |
| 17 | 5 | 2 | 7 | 3 | ..... | 2 | 950 | J. R. Johnston, B.A., <i>Queen's.</i> | | | | | | | |
| 18 | 1 | 2 | 1 | 7 | ..... | 2 | 800 | Addison Cole, B.A., <i>Toronto.</i> | | | | | | | |
| 19 | 20 | 3 | ..... | ..... | ..... | 6 | 1200 | J. D. Christie, B.A., <i>Toronto.</i> | | | | | | | |
| 20 | 15 | 10 | 5 | 14 | ..... | 4 | 1200 | James Turnbull, B.A., <i>Toronto.</i> | | | | | | | |
| 21 | 3 | 5 | 18 | 41 | 40 | 4 | 1200 | D. C. McHenry, M.A., <i>Victoria.</i> | | | | | | | |
| 22 | 2 | 4 | 1 | 14 | ..... | 2 | 900 | J. S. Bellamy, B.A., <i>Victoria.</i> | | | | | | | |
| 23 | 8 | 4 | 71 | 4 | ..... | 6 | 1400 | William Williams, B.A., <i>Toronto.</i> | | | | | | | |
| 24 | 10 | 5 | 1 | 21 | ..... | 3 | 1000 | W. D. Johnston, B.A., <i>Toronto.</i> | | | | | | | |
| 25 | 3 | 4 | 5 | 12 | ..... | 2 | 1000 | J. D. Bisscnette, B.A., <i>Queen's.</i> | | | | | | | |
| 26 | ..... | ..... | 4 | 5 | ..... | 2 | 900 | C. W. Harrison, M.A., <i>Victoria.</i> | | | | | | | |
| 27 | 1 | 2 | ..... | 4 | ..... | 2 | 1000 | William Rothwell, B.A., <i>Queen's.</i> | | | | | | | |
| 28 | 10 | 15 | 12 | 4 | ..... | 2 | 1100 | D. Mackay, B.A., <i>Toronto.</i> | | | | | | | |
| 29 | ..... | ..... | 8 | ..... | ..... | 2 | 1000 | A. Weir, B.A., <i>Toronto.</i> | | | | | | | |
| 30 | 20 | 20 | 3 | 20 | ..... | 3 | 1000 | William Johnston, M.A., <i>Victoria.</i> | | | | | | | |
| 31 | 6 | 6 | 10 | 15 | ..... | 2 | 1000 | C. F. McGillivray, M.A., <i>Toronto.</i> | | | | | | | |
| 32 | 15 | 9 | 5 | 12 | ..... | 5 | 1600 | Thomas Carscadden, M.A., <i>Toronto.</i> | | | | | | | |
| 33 | 5 | 3 | ..... | 8 | ..... | 2 | 1000 | W. K. T. Smellie, B.A., <i>Toronto.</i> | | | | | | | |
| 34 | 4 | 2 | ..... | 4 | ..... | 4 | 1200 | H. J. Strang, B.A., <i>Toronto.</i> | | | | | | | |
| 35 | 1 | 6 | 1 | 4 | ..... | 2 | 900 | C. W. Mulloy, B.A., <i>Toronto.</i> | | | | | | | |
| 36 | 25 | 10 | 4 | 40 | ..... | 6 | 1400 | W. Tytler, B.A., <i>Toronto.</i> | | | | | | | |
| 37 | 80 | ..... | 6 | 40 | ..... | 13 | 1400 | P. S. Campbell, B.A., <i>Toronto.</i> | | | | | | | |
| 38 | 4 | 10 | 4 | 40 | ..... | 3 | 1200 | James McMurchie, B.A., <i>Toronto.</i> | | | | | | | |
| 39 | ..... | ..... | 6 | 4 | ..... | 2 | 900 | J. A. Houston, B.A., <i>Trinity.</i> | | | | | | | |
| 40 | 8 | 3 | 20 | 18 | ..... | 4 | 1200 | W. Briden, B.A., <i>Queen's.</i> | | | | | | | |

MISCELLANEOUS

| HIGH SCHOOLS. | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|-------------------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|---|--|
| | | | Acres. | | | | | |
| 41 Iroquois | S. | F. | 1 | | 9 | 1 | 1 | ..... |
| 42 Kemptville..... | B. | F. | 1 $\frac{1}{4}$ | 1 | 18 | 2 | 1 | 3 |
| 43 Kincairdine..... | B. | F. | 1 $\frac{3}{4}$ | 1 | 26 | 1 | 1 | ..... |
| 44 Kingston, C. I. | S. | F. | 1 | | 21 | 1 | 1 | 13 |
| 45 Lindsay..... | B. | F. | 8 | 1 | 40 | 2 | 1 | 5 |
| 46 Listowel | B. | F. | 2 | | 15 | 1 | 1 | 2 |
| 47 London, C. I. | B. | F. | 2 $\frac{1}{2}$ | 1 | 18 | 2 | 1 | 5 |
| 48 Markham | B. | F. | 1 $\frac{3}{4}$ | | 23 | 2 | 1 | ..... |
| 49 Mitchell | B. | F. | 1 $\frac{3}{4}$ | | 2 | 2 | 1 | 3 |
| 50 Morrisburg..... | B. | F. | 1 | 1 | 8 | | 1 | 7 |
| 51 Mount Forest..... | F. | F. | 1 $\frac{1}{2}$ | | 14 | 1 | 1 | 1 |
| 52 Napanee..... | B. | F. | 7 $\frac{1}{2}$ | 1 | 43 | 2 | 1 | 5 |
| 53 Newburgh..... | S. | F. | 2 | 1 | 13 | 1 | 1 | ..... |
| 54 Newcastle..... | B. | F. | 1 | 1 | 20 | 1 | 1 | ..... |
| 55 Newmarket..... | B. | F. | 2 | | 30 | 1 | 1 | 3 |
| 56 Niagara..... | B. | F. | | | 14 | 1 | 1 | 2 |
| 57 Niagara Falls, South | F. | F. | 2 | | 12 | 1 | 1 | ..... |
| 58 Norwood..... | B. | F. | 1 | 1 | 15 | 1 | 1 | ..... |
| 59 Oakville | B. | F. | 2 | 1 | 4 | 1 | 1 | 2 |
| 60 Oakwood | B. | F. | 1 $\frac{1}{4}$ | | 9 | 1 | 1 | ..... |
| 61 Omeme | F. | F. | 1 | 1 | 12 | 1 | 1 | 5 |
| 62 Orangeville..... | B. | F. | | | 19 | 1 | 1 | 6 |
| 63 Orillia..... | B. | F. | 3 | | 11 | 1 | 1 | 1 |
| 64 Oshawa..... | B. | F. | 3 | 1 | 14 | | 1 | 6 |
| 65 Ottawa, C.I..... | S. | F. | 2 | | 36 | 3 | 1 | 3 |
| 66 Owen Sound, C.I..... | B. | F. | 4 $\frac{1}{2}$ | 1 | 23 | 1 | 1 | ..... |
| 67 Paris | B. | F. | 1 $\frac{1}{2}$ | 1 | 27 | 1 | 1 | ..... |
| 68 Parkhill..... | B. | R. | 1 | 1 | 6 | 2 | 1 | 1 |
| 69 Pembroke..... | B. | F. | 1 | 1 | 13 | | 1 | 5 |
| 70 Parth, C.I..... | B. | F. | 2 | 1 | 23 | 1 | 1 | 1 |
| 71 Peterborough, C.I..... | B. | F. | 2 | 1 | 27 | 3 | 1 | 7 |
| 72 Petrolia..... | B. | F. | 2 | | 15 | | 1 | ..... |
| 73 Picton..... | B. | F. | 1 | | 15 | 1 | 1 | ..... |
| 74 Port Dover..... | B. | F. | 1 $\frac{1}{2}$ | 1 | 8 | 2 | 1 | 1 |
| 75 Port Hope..... | B. | F. | | | 20 | 1 | 1 | 3 |
| 76 Port Perry..... | B. | F. | 4 | 1 | 24 | 1 | 1 | 1 |
| 77 Port Rowan..... | B. | F. | 3 | 1 | 20 | 2 | 1 | 2 |
| 78 Prescott..... | S. | F. | 1 $\frac{1}{2}$ | 1 | 30 | 2 | 1 | 1 |
| 79 Renfrew..... | B. | F. | 3 $\frac{1}{2}$ | 1 | 7 | | 1 | 2 |
| 80 Richmond Hill..... | B. | F. | 1 | 1 | 23 | 1 | 1 | 3 |
| 81 Ridgetown, C.I..... | B. | F. | 1 $\frac{1}{2}$ | | 16 | 1 | 1 | 9 |

High Schools.

INFORMATION.

| Number of pupils who entered mercantile life. | | Number of pupils who became occupied with agriculture. | | Number of pupils who joined any learned profession. | | Number of pupils who left for other occupations. | | Number of pupils in Preparatory Department. | | Number of Masters and Teachers. | | Salary of Head Master. | | HEAD MASTERS AND THEIR UNIVERSITIES. |
|---|----|--|----|---|---|--|--|---|--|---------------------------------|------|------------------------|--|--|
| | | | | | | | | | | | | | | |
| 41 | 4 | 4 | | | | | | | | 2 | 900 | | | J. A. Carman, B.A., <i>Albert.</i> |
| 42 | 6 | 10 | 3 | | | | | | | 2 | 900 | | | W. S. Cody, B.A., <i>Toronto.</i> |
| 43 | 6 | 5 | | 17 | | | | | | 3 | 1100 | | | Benjamin Freer, B.A., <i>Trinity.</i> |
| 44 | 20 | | 10 | | | 20 | | | | 6 | 1300 | | | A. P. Knight, M.A., M.D., <i>Queen's.</i> |
| 45 | 12 | 2 | 41 | 9 | | | | | | 4 | 1200 | | | William O'Connor, M.A., <i>Queen's, Ireland.</i> |
| 46 | 4 | 3 | | 80 | | | | | | 2 | 1000 | | | A. B. McCollum, M.A., <i>Queen's.</i> |
| 47 | | | | | | | | | | 9 | 1200 | | | F. L. Checkley, B.A., <i>Trinity.</i> |
| 48 | | | | | | | | | | 2 | 900 | | | John Simpson, B.A., <i>Toronto.</i> |
| 49 | 10 | 7 | | 21 | | | | | | 2 | 1000 | | | William Elliot, B.A., <i>Toronto.</i> |
| 50 | 6 | 8 | 23 | 5 | | | | | | 4 | 1000 | | | J. S. Jamieson, M.A., <i>Victoria.</i> |
| 51 | 5 | 10 | 18 | 11 | | | | | | 4 | 1150 | | | Joseph Reid, B.A., LL.B., <i>Toronto.</i> |
| 52 | | | | | | | | | | 4 | 1200 | | | C. Fessenden, B.A., <i>Toronto.</i> |
| 53 | | | | | | | | | | 2 | 700 | | | R. W. Dillon, M.A., <i>Glasgow.</i> |
| 54 | 2 | 2 | 1 | 16 | | | | | | 2 | 800 | | | W. W. Jardine, B.A., <i>Toronto.</i> |
| 55 | 10 | 8 | 16 | | | | | | | 3 | 1000 | | | J. E. Dickson, B.A., <i>Toronto.</i> |
| 56 | 8 | 1 | | 7 | | | | | | 2 | 900 | | | Albert Andrews, <i>Certificate.</i> |
| 57 | 4 | 3 | | 10 | | | | | | 2 | 1000 | | | M. M. Fenwick, B.A., <i>Toronto.</i> |
| 58 | | | | 15 | | | | | | 2 | 1000 | | | John Davidson, M.A., <i>Victoria.</i> |
| 59 | 2 | 3 | 8 | 5 | | | | | | 2 | 1050 | | | N. J. Wellwood, B.A., <i>Toronto.</i> |
| 60 | | 11 | 2 | | | | | | | 2 | 800 | | | J. C. Pomeroy, B.A., <i>Albert.</i> |
| 61 | | 3 | | | | | | | | 2 | 850 | | | J. A. Tanner, M.A., <i>Trinity.</i> |
| 62 | 5 | 4 | 8 | 48 | | | | | | 3 | 1200 | | | Alexander Steele, B.A., <i>Toronto.</i> |
| 63 | 12 | 12 | 5 | 18 | | | | | | 3 | 1000 | | | J. Ryerson, B.A., <i>Toronto.</i> |
| 64 | 13 | 9 | | 32 | | | | | | 4 | 1300 | | | L. C. Smith, B.A., <i>Victoria.</i> |
| 65 | 37 | 12 | 19 | 33 | | | | | | 8 | 1800 | | | J. Macmillan, B.A., <i>Toronto.</i> |
| 66 | 16 | 18 | 45 | 10 | | | | | | 5 | 1500 | | | F. W. Merchant, M.A., <i>Victoria.</i> |
| 67 | 5 | 7 | 7 | 11 | | | | | | 3 | 1100 | | | J. W. Acres, B.A., LL.R.C.P., <i>Trinity.</i> |
| 68 | 4 | 8 | 3 | 8 | | | | | | 3 | 850 | | | E. M. Bigg, M.A., <i>Toronto.</i> |
| 69 | 10 | 5 | 15 | 15 | | | | | | 3 | 1050 | | | E. Odlum, M.A., <i>Victoria.</i> |
| 70 | | | | | | | | | | 4 | 1000 | | | R. R. Cochrane, B.A., <i>Toronto.</i> |
| 71 | 32 | | 3 | 5 | 8 | | | | | 5 | 1200 | | | W. Tassie, LL.D., <i>Toronto.</i> |
| 72 | 10 | 5 | | 21 | | | | | | 3 | 1200 | | | Sylvanus Phillips, B.A., <i>Victoria.</i> |
| 73 | 12 | | 12 | | | | | | | 4 | 1200 | | | Robert Dobson, B.A., <i>Victoria.</i> |
| 74 | | | | | | | | | | 2 | 1000 | | | R. A. Barron, B.A., <i>Toronto.</i> |
| 75 | 18 | | 5 | | | | | | | 4 | 1300 | | | A. Purslow, M.A., LL.D., <i>Victoria.</i> |
| 76 | 16 | 12 | 10 | 25 | | | | | | 3 | 1400 | | | D. McBride, B.A., <i>Victoria.</i> |
| 77 | 5 | 5 | 10 | 7 | | | | | | 2 | 900 | | | A. G. MacKay, M.A., <i>Toronto.</i> |
| 78 | 4 | 4 | 3 | 10 | | | | | | 2 | 1000 | | | M. McPherson, M.A., <i>Victoria.</i> |
| 79 | 3 | | | 31 | | | | | | 3 | 900 | | | Charles McDowell, B.A., <i>Queen's.</i> |
| 80 | | 5 | | 10 | | | | | | 2 | 1000 | | | T. H. Redditt, B.A., <i>Toronto.</i> |
| 81 | 15 | 8 | 6 | 55 | | | | | | 5 | 1200 | | | G. A. Chase, B.A., <i>Toronto.</i> |

IX.—TABLE I.—The

MISCELLANEOUS

| HIGH SCHOOLS. | Brick, Stone or Frame. | Freehold or Rented. | Size of Playground. | Schools under United Boards. | Number of Maps in School. | Number of Globes in School. | Schools in which there are daily prayers. | Number of pupils who matriculated at any University. |
|------------------------------|------------------------|---------------------|---------------------|------------------------------|---------------------------|-----------------------------|---|--|
| | | | Acres. | | | | | |
| 82 Sarnia | B. | F. | 2 $\frac{3}{4}$ | 1 | 28 | 3 | 1 | 1 |
| 83 Seaforth | B. | F. | 3 $\frac{3}{4}$ | ..... | 30 | 1 | 1 | 4 |
| 84 Simcoe | B. | F. | 2 | 1 | 25 | 1 | 1 | 1 |
| 85 Smith's Falls | B. | F. | 4 | 1 | 23 | 2 | 1 | ..... |
| 86 Smithville | F. | F. | 1 | ..... | 15 | 2 | 1 | ..... |
| 87 Stratford, C.I. | B. | F. | 3 | ..... | 44 | 3 | 1 | 3 |
| 88 Strathroy, C.I. | B. | F. | 1 $\frac{1}{4}$ | ..... | 35 | 1 | 1 | 8 |
| 89 Streetsville | B. | F. | 4 $\frac{3}{4}$ | ..... | 13 | 2 | 1 | 2 |
| 90 St. Catharines, C.I. | B. | F. | 4 | ..... | 42 | 2 | 1 | 15 |
| 91 St. Mary's, C.I. | B. | F. | 2 | ..... | 19 | 2 | 1 | 4 |
| 92 St. Thomas, C.I. | B. | F. | 2 | 1 | 48 | 1 | 1 | 4 |
| 93 Sydenham | S. | F. | 1 $\frac{1}{2}$ | ..... | 12 | 1 | ..... | 5 |
| 94 Thorold | B. | F. | 2 $\frac{1}{4}$ | ..... | 20 | 1 | 1 | 1 |
| 95 Tilsonburg | B. | R. | 1 | ..... | 1 | 1 | 1 | ..... |
| 96 Toronto, C.I. | B. | F. | 2 | ..... | 45 | 2 | 1 | 12 |
| 97 Trenton | B. | F. | 3 | 1 | 11 | 1 | 1 | 3 |
| 98 Uxbridge | B. | F. | 2 | 1 | 10 | ..... | 1 | 7 |
| 99 Vankleeckhill | B. | F. | 3 $\frac{3}{4}$ | ..... | 12 | 1 | ..... | ..... |
| 100 Vienna | B. | F. | 5 $\frac{1}{2}$ | 1 | 17 | 1 | 1 | ..... |
| 101 Walkerton | B. | F. | 1 $\frac{1}{4}$ | ..... | 17 | 1 | 1 | 3 |
| 102 Wardsville | B. | F. | 2 | 1 | 13 | 2 | 1 | ..... |
| 103 Waterdown | S. | F. | 2 | 1 | 17 | 1 | 1 | ..... |
| 104 Welland | B. | F. | 1 | ..... | 26 | 2 | 1 | 2 |
| 105 Weston | B. | F. | 1 $\frac{1}{2}$ | ..... | 15 | 1 | 1 | 1 |
| 106 Whitby, C.I. | B. | F. | 3 $\frac{3}{4}$ | 1 | 31 | 1 | 1 | 7 |
| 107 Williamstown | B. | F. | 4 $\frac{3}{4}$ | 1 | 30 | ..... | 1 | 1 |
| 108 Windsor | B. | F. | 3 $\frac{3}{4}$ | 1 | 22 | 1 | ..... | ..... |
| 109 Woodstock, C.I. | B. | F. | 1 | ..... | 36 | 2 | 1 | 1 |
| | B. S. F. | F. R. | Acres. | | | | | |
| 1 Total, 1886 | 85 18 6 | 102 7 | 198 | 53 | 2228 | 148 | 100 | 337 |
| 2 Total, 1885 | 84 17 6 | 97 10 | 195 | 53 | 2123 | 141 | 98 | 290 |
| 3 Increase | 1 1 0 | 5 0 | 3 | ..... | 105 | 7 | 2 | 47 |
| 4 Decrease ..... | ..... | 0 3 | ..... | ..... | ..... | ..... | ..... | ..... |

High Schools.

INFORMATION.

| Number of pupils who entered mer- cantile life. | | Number of pupils who became occu- pied with agriculture. | | Number of pupils who joined any learned profession. | | Number of pupils who left for other occupations. | | Number of pupils in Preparatory Department. | | Number of Masters and Teachers. | | Salary of Head Master. | | HEAD MASTERS AND THEIR UNIVERSITIES. | |
|--|-------|---|-------|--|-------|---|-------|--|--|---------------------------------|--|------------------------|--|---|--|
| | | | | | | | | | | | | \$ | | | |
| 82 | 12 | 10 | 5 | 16 | ..... | 4 | 1100 | William Sinclair, B.A., <i>Toronto.</i> | | | | | | | |
| 83 | 10 | 2 | 14 | 10 | ..... | 4 | 1200 | J. C. Harstone, B.A., <i>Toronto.</i> | | | | | | | |
| 84 | 12 | 24 | 4 | 40 | ..... | 3 | 1200 | D. S. Paterson, B.A., <i>Toronto.</i> | | | | | | | |
| 85 | 2 | 6 | 1 | 2 | ..... | 3 | 1000 | N. Robertson, B.A., <i>Toronto.</i> | | | | | | | |
| 86 | 3 | 9 | ..... | ..... | ..... | 2 | 800 | A. C. Crosby, B.A., <i>Albert.</i> | | | | | | | |
| 87 | 20 | 15 | 40 | 31 | ..... | 6 | 1300 | W. McBride, M.A., <i>Toronto.</i> | | | | | | | |
| 88 | 10 | 30 | 10 | ..... | ..... | 5 | 1500 | J. E. Wetherell, B.A., <i>Toronto.</i> | | | | | | | |
| 89 | 3 | 2 | ..... | 2 | ..... | 2 | 750 | A. B. Cooke, B.A., <i>Trinity.</i> | | | | | | | |
| 90 | 20 | 5 | 8 | 12 | ..... | 7 | 1600 | John Henderson, M.A., <i>Toronto.</i> | | | | | | | |
| 91 | 10 | 15 | 25 | 10 | ..... | 5 | 1200 | I. M. Levan, B.A., <i>Toronto.</i> | | | | | | | |
| 92 | 50 | 45 | 10 | 100 | ..... | 7 | 1580 | John Millar, B.A., <i>Toronto.</i> | | | | | | | |
| 93 | ..... | ..... | ..... | ..... | ..... | 2 | 1200 | J. E. Burgess, M.A., <i>Queen's.</i> | | | | | | | |
| 94 | 7 | 4 | 17 | 8 | ..... | 2 | 1169 | A. McCulloch, M.A., <i>Queen's.</i> | | | | | | | |
| 95 | ..... | ..... | ..... | ..... | ..... | 2 | 800 | A. W. Reavley, B.A., <i>Toronto.</i> | | | | | | | |
| 96 | 80 | 10 | 40 | 100 | 140 | 12 | 2350 | Archibald MacMurchy, M.A., <i>Toronto.</i> | | | | | | | |
| 97 | 8 | 7 | 3 | 5 | ..... | 3 | 900 | D. C. Little, B.A., <i>Toronto.</i> | | | | | | | |
| 98 | 5 | 10 | ..... | 37 | ..... | 3 | 1225 | J. J. Magee, B.A., <i>Toronto.</i> | | | | | | | |
| 99 | ..... | ..... | ..... | 14 | ..... | 2 | 900 | A. H. Watson, B.A., <i>Toronto.</i> | | | | | | | |
| 100 | 2 | 2 | 4 | 3 | ..... | 2 | 850 | Arnoldus Miller, M.A., <i>Victoria.</i> | | | | | | | |
| 101 | 13 | 16 | 4 | 22 | ..... | 5 | 1200 | J. Morgan, M.A., <i>Toronto.</i> | | | | | | | |
| 102 | 4 | 5 | 2 | 19 | ..... | 2 | 800 | W. G. MacLachlan, B.A., <i>Toronto.</i> | | | | | | | |
| 103 | 1 | 1 | 1 | 10 | ..... | 2 | 800 | T. O. Page, B.A., <i>Toronto.</i> | | | | | | | |
| 104 | 10 | 15 | 5 | 16 | ..... | 3 | 1200 | J. M. Dunn, B.A., LL.D., <i>Toronto.</i> | | | | | | | |
| 105 | 4 | 6 | 8 | 5 | ..... | 2 | 1200 | R. Dawson, B.A., <i>Dublin.</i> | | | | | | | |
| 106 | 8 | 9 | 15 | 11 | ..... | 7 | 1400 | L. E. Embree, B.A., <i>Toronto.</i> | | | | | | | |
| 107 | ..... | ..... | ..... | ..... | ..... | 2 | 850 | J. A. Monroe, B.A., <i>Victoria.</i> | | | | | | | |
| 108 | 3 | ..... | 12 | 31 | ..... | 3 | 1100 | Angus Sinclair, M.A., <i>Toronto.</i> | | | | | | | |
| 109 | 30 | 10 | 2 | 8 | ..... | 5 | 1200 | D. H. Hunter, B.A., <i>Toronto.</i> | | | | | | | |
| | | | | | | | | | | | | | | 65 Toronto. 19 Victoria. 10 Queen's. 6 Trinity. 3 Albert. | |
| | | | | | | | | | | | | | | 2 Aberdeen. 1 Queen's, Ireland. 1 Dublin. 1 Glasgow. 1 Certificate. | |
| 1 | 964 | 638 | 797 | 1596 | 208 | 378 | 1107 | High. sal. H.M., \$2,350. Low. H.M., \$700 | | | | | | | |
| 2 | 856 | 636 | 639 | 1481 | 161 | 365 | 1104 | High. sal. H.M., \$2,350. Low. H.M., \$750 | | | | | | | |
| 3 | 108 | 2 | 158 | 115 | 47 | 13 | 3 | | | | | | | | |
| 4 | ..... | ..... | ..... | ..... | ..... | ..... | ..... |  |  |  |  |  |  |  |  |

X.—TABLE K.—A GENERAL STATISTICAL ABSTRACT, exhibiting the comparative state and progress of Education in Ontario, as connected with Public, Separate and High Schools; also, Normal and Model Schools. From the years 1877 to 1886, inclusive, compiled from Returns in the Education Department.

| No. | SUBJECTS COMPARED. | 1877. | 1878. | 1879. | 1880. | 1881. | 1882. | 1883. | 1884. | 1885. | 1886. |
|-----|---|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 1. | Population | | | | 1913460 | | | | | | |
| 2. | School Population (between the ages of five and sixteen years, up to 1884, and five to twenty-one subsequently) | 494804 | 492360 | 494424 | 489924 | 484224 | 483817 | 478791 | 471287 | 583147 | 601204 |
| 3. | County High Schools | 104 | 104 | 104 | 104 | 104 | 104 | 104 | 106 | 107 | 109 |
| 4. | Normal and Model Schools | 4 | 4 | 4 | 4 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5. | Total Public Schools in operation | 4955 | 4813 | 4932 | 4941 | 5043 | 5013 | 5058 | 5109 | 5177 | 5213 |
| 6. | Total Roman Catholic Separate Schools | 185 | 177 | 191 | 196 | 195 | 190 | 194 | 207 | 218 | 224 |
| 7. | Grand Total of all Schools in operation. | 5248 | 5098 | 5231 | 5245 | 5348 | 5313 | 5362 | 5428 | 5508 | 5552 |
| 8. | Total Pupils attending County High Schools | 9229 | 10574 | 12136 | 12910 | 13136 | 12348 | 11843 | 12737 | 14250 | 15344 |
| 9. | Total Students and Pupils attending Normal and Model Schools | 656 | 608 | 820 | 1090 | 1116 | 1059 | 1098 | 1093 | 1063 | 1099 |
| 10. | Total Pupils attending Public Schools | 465908 | 463405 | 462233 | 457734 | 451449 | 445364 | 438192 | 439454 | 444868 | 445297 |
| 11. | Total Pupils attending Roman Catholic Separate Schools | 24952 | 25610 | 24779 | 25311 | 24819 | 26148 | 26177 | 27463 | 27590 | 29199 |
| 12. | Grand Total, Students and Pupils attending Public, Separate and High, Normal and Model Schools | 500745 | 500197 | 499968 | 497045 | 490520 | 484919 | 477310 | 480747 | 487771 | 503939 |
| 13. | Total amount paid for the Salaries of Public and Separate School Teachers | \$1938099 | 2011208 | 2072822 | 2113180 | 2106019 | 2144448 | 2210187 | 2296027 | 2327050 | 2385464 |
| 14. | Total amount paid for the erection or repairs of Public and Separate School-Houses, and for Libraries and Apparatus, Books, Fuel, Stationery, etc. | \$1035390 | 878139 | 760262 | 708872 | 738252 | 882526 | 898243 | 984835 | 985650 | 1072235 |

| | | | | | | | | | | |
|---|-----------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
| 15.. Grand Total paid for Public and Separate School Teachers' Salaries, the erection and repairs of School-Houses, and for Libraries and Apparatus, etc..... | \$2973489 | 2889347 | 2833084 | 2822052 | 2844271 | 3026974 | 3108430 | 3280862 | 3312700 | 3457699 |
| 16.. Total amount paid for High School Teachers' Salaries | \$211607 | 225010 | 241097 | 247894 | 257218 | 253864 | 266317 | 282776 | 294078 | 307517 |
| 17.. Total amount paid for erection or repairs of High School-Houses, Maps, Apparatus, Prizes, Fuel, Books, etc..... | \$132102 | 173000 | 159691 | 166035 | 88632 | 89857 | 82630 | 102690 | 135683 | 170280 |
| 18.. Amount paid for other educational purposes..... | \$257240 | 263510 | 235600 | 252172 | 233209 | 235814 | 240597 | 238469 | 243092 | 252296 |
| 19.. Grand total paid for educational purposes*..... | \$5574438 | 3548867 | 3469472 | 3468153 | 3423330 | 3606509 | 3697974 | 3904797 | 3985553 | 4187792 |
| 20.. Total Public School Teachers..... | 6468 | 6473 | 6596 | 6747 | 6922 | 6857 | 6911 | 7085 | 7218 | 7364 |
| 21.. Total Male Teachers..... | 3020 | 3060 | 3153 | 3264 | 3362 | 3062 | 2829 | 2789 | 2744 | 2727 |
| 22.. Total Female Teachers..... | 3448 | 3413 | 3443 | 3483 | 3560 | 3795 | 4082 | 4296 | 4474 | 4637 |
| 23.. Average number of days each Public School has been kept open..... | 204 | 206 | 208 | 208 | 208 | 206 | 207 | 208 | 208 | 208 |

* Not including Colleges and Private Schools.

TABLE L.—PROTESTANT SEPARATE SCHOOLS.

| STATISTICS. | Puslinch. | Rama. | Anderdon. | North Plantage- net. | No. 1, Osgoode. | | No. 2, Osgoode. | | Penetanguishene. |
|---|-------------|-------------|-------------|-------------------------|-----------------|-------------|-----------------|-------|------------------|
| | \$ | \$ | \$ | \$ | \$ | \$ | \$ | \$ | |
| <i>Receipts:</i> | | | | | | | | | |
| Balance from 1885..... | 67 15 | 97 80 | 3 53 | ..... | 94 89 | 6 90 | ..... | ..... | ..... |
| Government Grant..... | 16 90 | 42 63 | 24 12 | 9 95 | 17 26 | 9 73 | ..... | ..... | ..... |
| Municipal Grant..... | 45 00 | 45 00 | ..... | ..... | 7 31 | ..... | ..... | ..... | ..... |
| Trustees' School Tax..... | 301 31 | 175 00 | 300 00 | 78 29 | 175 00 | 100 25 | ..... | ..... | ..... |
| Other sources..... | 50 | 105 00 | ..... | ..... | ..... | 3 62 | ..... | ..... | ..... |
| Total..... | 430 86 | 465 43 | 327 65 | 88 24 | 294 46 | 120 50 | ..... | ..... | ..... |
| <i>Expenditure:</i> | | | | | | | | | |
| Teachers' Salaries..... | 275 00 | 300 00 | 287 50 | 65 41 | 170 00 | 100 00 | ..... | ..... | ..... |
| School sites and buildings..... | 54 00 | ..... | ..... | ..... | 58 33 | 15 00 | ..... | ..... | ..... |
| Libraries, Maps, etc..... | ..... | 46 45 | 7 30 | ..... | ..... | 3 00 | ..... | ..... | ..... |
| Other expenses..... | 40 15 | ..... | 18 69 | 22 83 | 20 96 | 2 50 | ..... | ..... | ..... |
| Total..... | 369 15 | 346 45 | 313 49 | 88 24 | 249 29 | 120 50 | ..... | ..... | ..... |
| Balances on hand..... | 61 71 | 118 98 | 14 16 | ..... | 45 17 | ..... | ..... | ..... | ..... |
| <i>Teachers:</i> | | | | | | | | | |
| Certificate..... | II. P. | III. | II. P. | Interim. | III. | Interim. | ..... | ..... | ..... |
| Salary..... | Male, \$275 | Male, \$300 | Male, \$300 | Female, \$132 | Female, \$170 | Male, \$200 | ..... | ..... | ..... |
| <i>Pupils:</i> | | | | | | | | | |
| School population..... | 58 | 103 | 45 | 26 | 54 | 25 | ..... | ..... | ..... |
| Total pupils attending school..... | 43 | 93 | 32 | 29 | 37 | 16 | ..... | ..... | ..... |
| Boys..... | 18 | 47 | 18 | 15 | 24 | 8 | ..... | ..... | ..... |
| Girls..... | 25 | 46 | 14 | 14 | 13 | 8 | ..... | ..... | ..... |
| Less than 20 days..... | 4 | 8 | 2 | 6 | 7 | 4 | ..... | ..... | ..... |
| 20 to 50 days..... | 6 | 12 | 4 | 6 | 7 | 5 | ..... | ..... | ..... |
| 51 " 100 "..... | 12 | 25 | 8 | 7 | 2 | 5 | ..... | ..... | ..... |
| 101 " 150 "..... | 10 | 20 | 7 | 8 | 5 | 6 | ..... | ..... | ..... |
| 151 " 200 "..... | 11 | 20 | 10 | 2 | 14 | ..... | ..... | ..... | ..... |
| 201 " whole year..... | ..... | 8 | 1 | ..... | 2 | ..... | ..... | ..... | ..... |
| Aggregate attendance, 1st 1/2 year..... | 2308 | 5507 | 2157 | 1163 | 2256 | 1272 | ..... | ..... | ..... |
| Aggregate attendance, 2nd "..... | 1991 | 4448 | 1412 | 1020 | 1657 | ..... | ..... | ..... | ..... |

| | | | | | | |
|-------------------------------------|--------|--------|--------|--------|--------|--------|
| Average attendance, 1st ½-year..... | 18 | 44 | 17 | 9 | 18 | 10 |
| “ “ “ 2nd “..... | 20 | 46 | 15 | 11 | 17 | ..... |
| Number in First Reader, Part I..... | 11 | 26 | 6 | 2 | 3 | 1 |
| “ “ “ “ Part II..... | 7 | 11 | 5 | 2 | 8 | 3 |
| Number in Second Reader..... | 11 | 22 | 12 | 3 | 7 | 7 |
| “ “ “ “..... | 6 | 15 | 7 | 14 | 10 | 3 |
| “ “ “ “..... | 7 | 19 | 2 | 2 | 9 | 2 |
| “ “ “ “..... | 1 | ..... | ..... | ..... | ..... | ..... |
| “ “ “ “..... | 43 | 67 | 32 | 16 | 19 | 10 |
| “ “ “ “..... | 43 | 67 | 32 | 17 | 26 | 8 |
| “ “ “ “..... | 43 | 67 | 32 | 21 | 29 | 11 |
| “ “ “ “..... | 43 | ..... | ..... | 6 | ..... | ..... |
| “ “ “ “..... | 25 | 34 | 21 | 6 | 25 | 4 |
| “ “ “ “..... | 14 | 34 | 21 | 6 | 19 | 2 |
| “ “ “ “..... | 8 | 19 | 9 | 2 | 6 | 2 |
| School House..... | Frame. | Frame. | Frame. | Frame. | Frame. | Frame. |
| Number of Maps..... | 8 | 8 | 2 | ..... | ..... | 1 |
| “ “ Blackboards..... | 2 | 3 | 2 | ..... | ..... | ..... |
| “ “ Globes..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Trees planted, Arbor Day..... | 20 | ..... | ..... | ..... | ..... | ..... |

No Report.

TOTAL.—Seven Schools (6 reported, 1 not); Receipts, \$1,727.14; Expenditure, \$1,487.12; Balances on hand, \$240.02. 4 Male and 2 Female Teachers; School Population (5-21). 311; Total Pupils, 250—Boys, 130, Girls, 120. Average Attendance 1st half-year, 116; 2nd half-year, 109. Number in Writing, 193; Arithmetic, 203; Drawing, 43; Geography, 115; Grammar, 96; History, 46; Number of Maps, 19; Blackboards, 7; Globes, 2.

APPENDIX B.—*PROCEEDINGS FOR THE YEAR 1887.*

1. ORDERS IN COUNCIL.

I. CHATHAM HIGH SCHOOL TO RANK AS A COLLEGIATE INSTITUTE (15th January, 1887).

II. REGULATIONS ON RELIGIOUS INSTRUCTION APPROVED (22nd April, 1887). These Regulations appear in full under No. 3 (circulars).

III. GRATUITY GRANTED MISS JULIA MENEILLEY, ON RESIGNING POSITION IN GIRLS' MODEL SCHOOL (7th September, 1887).

2. MINUTES OF DEPARTMENT.

I. MICHAEL JOSEPH KELLY, M.D., SCHOOL INSPECTOR, COUNTY BRANT, AND W. H. BALLARD, M.A., SCHOOL INSPECTOR CITY OF HAMILTON, APPOINTED MEMBERS OF THE CENTRAL COMMITTEE OF EXAMINERS (17th January, 1887).

II. ANGUS MCINTOSH APPOINTED HEAD MASTER OF THE BOYS' MODEL SCHOOL, TORONTO, AND ROBERT WELLESLEY MURRAY, APPOINTED ASSISTANT MASTER (17th January, 1887).

III. APPOINTMENT OF JOSEPH L. CARSON APPROVED AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF PARKHILL (15th July, 1887).

IV. ARTHUR H. SINCLAIR APPOINTED ASSISTANT MASTER IN THE BOYS' MODEL SCHOOL, TORONTO (16th August, 1887).

V. TEXT BOOKS AUTHORIZED FOR USE IN PUBLIC, HIGH AND TRAINING SCHOOLS OF THE PROVINCE OF ONTARIO (21st September, 1887).

VI. APPOINTMENT OF ANDREW GRIER APPROVED AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF THORNBURY (29th August, 1887).

VII. APPOINTMENT OF ALEXANDER MCNAUGHTON APPROVED AS PUBLIC SCHOOL INSPECTOR OF THE TOWN OF CORNWALL (29th September, 1887).

3. CIRCULARS FROM THE MINISTER.

BOTANY CLASS.

The Minister has again made arrangements with Mr. Spotton to take charge of a Summer Class in Botany, and the opening lecture will be delivered in the public hall of the Education Department on Tuesday, July 19th, at 2 p.m.

The principal object of the course will be to obtain a practical knowledge of our common flowering plants and vascular cryptogams. To this end, the afternoons will be entirely devoted to field-work, for which the parks and suburbs of the city afford excellent facilities. Mr. Spotton will accompany the students in their excursions, and personally direct the course of the field-work. The mornings will be spent in the lecture-room, and the work there each day will be based chiefly upon the field-work of the previous afternoon.

Minute structure will be dealt with as fully as time will allow, and the lectures will be illustrated by means of microscopes and sections provided for that purpose.

The best methods of presenting the various parts of the subject to classes of young pupils will also be discussed.

Those intending to join the class should know at least as much of the subject as is contained in Part I of Spotton's Botany. For identifying plants Part II will be used, as well as Gray's Manual.

Collecting boxes and lenses can be obtained at reasonable prices in Toronto.

The Department will grant a Certificate, signed by the Minister, of attendance on this course, but will not undertake to attest the proficiency of the pupils.

As it is desirable to ascertain the number likely to take this course in order to complete arrangements, will you kindly let me know, at your earliest convenience, how many of your staff are prepared to join this class.

TORONTO, March, 1887.

ARBOR DAY.

The regulations in regard to school accommodation, prescribe :—(3) That the school grounds should be properly levelled and drained, planted with shade trees and enclosed with a substantial fence.

The general regulations also prescribe as follows :—302. The first Friday in May should be set apart by the trustees of every rural school and incorporated village for the purpose of planting shade trees, making flower beds and otherwise improving and beautifying the school grounds.

Suggestions for carrying out the Departmental Regulations.

Preliminary Note.—Now that Arbor Day in Spring is one of the school institutions of the province, it is desirable that the school grounds, and the outside strip in front of the school house and on the street, or road side, should be judiciously planted. Care should be taken to select the most suitable trees and shrubs for that purpose, considering the nature of the soil and the size of the school lot, etc. Flowers, too, should be provided for the beds in front of the buildings, and, if practicable, at the sides of the walks leading to the school entrances.

1. Trees and Shrubs best adapted to our climate.

Mr. R. W. Phipps has furnished the Minister of Education with a list and explanatory information on this subject, from which the following is taken, viz. :—

The trees which experience proves to be the best adapted to our Canadian climate are divided into several classes. First, the deciduous trees, which are easily grown—that

is to say, they have fibrous roots, rendering them easy to transplant. The young saplings, as they stand in the undergrowth of the forest, will be found with sufficient roots, if care be taken, to transplant well. The term deciduous is applied to all trees not evergreen.

Maples.—Native Hard Maple (*acer saccharinum*); Scarlet or Soft Maple (*acer rubrum*); Silver Leaf Maple (*acer dasycarpum*); Norway Maple (*acer plantanoides*); Ash Leaved Maple (*acer negundo*); [*aceroides negundo* of Dr. F. B. Hough].

Elms.—American or White Elm (*ulmus Americana*); Cork Barked or Winged Elm (*ulmus inflata*); Scotch or Wych Elm (*ulmus montana*).

Lindens.—European Linden (*tilia Europæa*); Basswood (*tilia Americana*).

Ash.—Native, white (*fraxinus Americana*); European Ash (*fraxinus Europæa*).

Chestnuts.—Horse Chestnuts (*æsculus hippocastaneum*); Sweet Chestnut (*castanea Americana*).

Mountain Ash.—(*Pyrus Americana*).

The following native trees are also well adapted for transplanting, but they cannot be handled like the former, owing to their having but few roots. There are two ways of treating them—one to plant the nuts where the tree is to grow, the other to transplant them several times when young. This gives them a mass of roots of far more certain growth for planting in their ultimate position.

Hardwood Trees, such as Hickory (*carya*); Oak (*quercus*); Beech (*fagus*); Walnut (*juglans*).

The time for planting all of the above is in spring, from the time the frost leaves the ground till May 15th. The season, however, can be prolonged to the 15th June, by observing to cut back the tops of the trees. In the fall the time of planting may be from the 20th of October till the ground is frozen too hard for digging. When planting them care should be taken to strip the leaves off, as the sap remaining in the trees soon evaporates through the leaves, causing them to shrivel up and so destroy their chance of growth.

The next class peculiarly suited for transplanting is the evergreen. Those of the spruce and cedar variety are grown more easily than pines or junipers, as they have a greater quantity of good roots. This class comprises the White or Native Spruce (*abies alba*), Norway Spruce (*abies excelsa*), Balsam Spruce or Fir Proper (*thuja balsamifera*), Hemlock (*abies Canadensis*), White Cedar (*thuja occidentalis*). The spruce and cedar family will grow in damper situations than will the pines, but all succeed better in fairly drained soil.

The next variety of evergreen is the pine. Unless transplanted several times when young, these do not throw out many roots, and those thrown out are fine, long and easily disbarbed, unless great care be taken in removing them from the soil. The most suitable varieties are:—

Pines.—White Pine (*pinus strobus*); Weymouth Pine (*pinus cembra*); Norway Pine (*pinus rubra*); Austrian pine (*pinus Austriacea*); Scotch Pine (*pinus sylvestris*).

The planting season for all these evergreens is from May 15th to June 15th, or just as the buds are commencing to burst.

The last which need be noted is the larch.

Larches.—European Larch (*larix Europæa*); Native Larch, Tamarack (*larix Americana*).

This tree may be termed a deciduous evergreen, and succeeds best when planted late in the fall or the first thing in spring. It commences to grow with the first warm rays of the sun, but is uncertain unless great care is taken to keep it damp. This advice is meant in case of large trees, such as those five to seven feet high. Small trees are grown more easily.

With respect to soil, all trees thrive best in well-drained soil, varying from a sandy loam to a clay soil, not of too stiff a nature. A clay loam suits all of them.

If chestnut trees be planted in spring, the heads or leaves should not be cut off, as this tree makes all its growth in the first few growing days and is then stationary for the season. The branches may, if necessary, be thinned.

When trees are finally planted, care should be taken to mulch around them with old manure, leaves, spent hops, straw, if it can be kept in place—stones laid on it do this—or other substance not injurious to growth, but never, for example, with pine sawdust or tan bark. Some cultivators prefer keeping the ground stirred to mulching.

When transplanting evergreens, the roots should never be exposed to air or light—especially sun heat—more than can be helped. The root is resinous; if the resin hardens, the process of growth in future will be rendered impossible.

2. *The Trees most Suitable for School Grounds.*

Dr. F. B. Hough, Chief of the Forestry Division of the United States Department of Agriculture, referring to the planting of trees in school grounds, makes the following statements and suggestions as to the best kind of trees to be planted:—

Of all the native trees of the Northern States, the American elm (*ulmus Americana*) is perhaps least liable to accident from a bruise upon the bark; and there are few, if any, that should be more generally preferred. It carries its shade high above the level of our windows; it is seldom broken or thrown down by the winds; it lives to a great age and grows to a large size, and it presents a majestic and graceful outline as agreeable to the view as its spreading canopy is refreshing in its shade. The red or slippery elm might be liable to be peeled by unruly boys, for its inner bark, and should for this reason be planted only upon private grounds.

The maples are justly prized as shade trees, and the sugar maple (*acer saccharinum*) may, perhaps, be placed first on the list, as affording a dense shade and a graceful oval outline. . . . All the maples are conspicuous in the declining year from the bright coloring of their autumnal foliage. The box elder) or ash-leaved maple (*aceroides negundo*), a nearly allied species, is a favorite shade tree in the Western States, and grows well in the middle latitudes of the Atlantic States.

3. *The Shrubs and Climbers most Suitable for School Grounds.*

In a valuable book on Rural School Architecture, recently issued by the United States Commissioner of Education at Washington, a list of shrubs is given, to which additions are made suitable to Canada, viz:—

The Missouri currant, Barberry, Weigelia, Cornel, Laurel, Lilac, Roses (white, yellow, and red), Viburnum or Guelder rose, California privet, Forsythia, Spiræa, Tartarean honeysuckle, Dogwood, Deutzia.

To these I add the following, which will grow freely in any part of Ontario, viz:—Syringa, Yellow flowering currant, Hydrangea, Snowberry, Ashberry, etc. Of climbing plants I may mention the Virginia Creeper, Clematis, Bignonia radicans, Japanese Ivy, Birthwort, Roses, etc.

The Wisconsin State Superintendent of Schools adds:—

“Damp spots may be improved by covering them with clusters of the beautiful *pyrus japonica*, and porches may be ornamented by climbing vines, such as ivy (English, German, Japanese, or the small leaved varieties), woodbine, or wistaria, roses and honeysuckles [Virginia creeper, trumpet flower, clematis, etc.]; and if any one will take the trouble to sow the seeds in spring, the red and white cypress vines, the fragrant jessamine, morning glories, and the purple and white Japanese clematis may be added. . . .

“It is best to plant several varieties of shrubs together in clumps. The dark evergreens or the holly and laurel then set off the brighter kinds, and the mutual protection which they afford each other against the winds helps the growth of all.

4. *Suggestions as to the Planting of Trees in School Grounds.*

Dr. F. B. Hough, Chief of the Forestry Division of the United States Department of Agriculture, as quoted above, makes the following useful suggestions :—

1.—As to the Roots.

“To secure success, trees should be selected from nursery plantations, or from those that have sprung up in open places, such as the seedling trees along fences, so that there may be *an abundance of the small fibrous roots*. Without this precaution they will be very liable to fail. It should be further borne in mind, that if the roots are much exposed to the sun, or to a cold, or drying wind, their vitality may be soon lost. Great care should be taken, if they are brought from an adjoining place and planted immediately, to retain as much soil among them as possible, and to prefer a damp and cloudy day. By placing the roots of the trees as soon as they are drawn from the ground upon a coarse, strong piece of canvas, and binding it around them, this object may be best secured. Straw or moss, a little dampened, will serve the purpose very well, and sometimes the trees may be set in a box or barrel, with some of the better soil in which they grew, for their removal. Sometimes trees may be removed in winter with great advantage by digging a trench around them in the fall and allowing the earth to freeze, so that a disk, including the tree and its roots, may be removed entire. . . . The ends of the broken roots should be cut off smooth before the tree is planted.

2. As to Transplanting.

“The holes for the trees should be always made before the trees are brought on the ground. They should be somewhat larger and deeper than those needed in common planting on private lands, because it is desirable to give the trees the best possible opportunity at the start. The surface soil being generally the best, should be thrown up on one side, and the poorer soil from below on the other. In filling in, the better soil should be returned first, so as to be nearer the roots. In hard clayey soils great advantage is gained by digging the holes in the fall, so that the earth may be exposed to the weather through the winter. The holes may be loosely covered with boards when necessary. If the soil be somewhat sterile, a waggon-load of rich loam, compost, or wood's earth, placed below and around the roots, would be the cheapest means for insuring success. In applying manures, care should be taken that they be placed below and near, but not in contact with the roots. In setting the tree it should be set a trifle deeper than it stood before, the roots should be spread out so that none is doubled, and fine rich soil should be carefully sifted in among them so as to fill every space. Sometimes the roots are dipped in a tub containing a thin mud of rich soil before they are set. In any event, unless the soil is evidently damp enough, the trees should be well watered as soon as they are planted, and this process in dry seasons should be repeated from time to time through the first and second years.”

5. *Physiological advantage of Trees—their relative Position.*

The Wisconsin State Superintendent further adds :—

“The constant care for these shrubs and trees, and their unrivalled beauty, help to educate the children ; their shade is very grateful in the summer ; they cool the atmosphere in the hot days by condensing moisture upon their leaves at night, and by evaporating vast amounts of it through their leaves in the day time ; they absorb or destroy the poisonous gases and the noxious exhalations often found about the school buildings ; and they produce a constant motion in the atmosphere, tending towards slight and healthful breezes.

“No shrub or tree should be planted . . . near the school building, where it will interfere with the light admitted through the windows.”

6. *Suggestions as to Flower Beds.*

As to flower beds suggested, the variety of annuals is so numerous that it is not necessary here to name any. A writer, already quoted, says :—

“A judicious selection of seeds, supplemented by slips from private gardens and young shoots transplanted from the woods, will cost almost nothing ; while the civilizing influence of their beauty upon the children’s minds, together with the pride and interest which their gardening operations will awaken, should not be undervalued.”

7. *Collection of Native Woods—Its Usefulness and Value.*

Speaking of the value and usefulness of collections of native woods made by pupils of a school, Dr. F. B. Hough, before quoted, makes the following practical suggestions as to how and why such collections should be made :—

“There is no school house in the country, whether in city or village or rural district, which might not have at slight expense an interesting collection of the native woods of the vicinity. These specimens should be prepared by having one or more faces planed and polished or varnished to show the grain of the wood when worked to the best advantage, and another face simply planed and left in its natural color. There should be some portion of the bark, and it would be still better if there were shown in connection with the wood dried specimens of the leaves and blossoms, the fruit, and the resinous or other products. Such collections made up by the scholars, and correctly labelled, under the care of the teachers, would become object lessons of first importance as an agency for instruction. They would afford the most profitable kind of employment for the leisure hours, and might awaken a love of close observation and a thirst for further knowledge that would ripen into the best of fruits.”

TORONTO, March, 1887.

CIRCULAR TO PUBLIC SCHOOL INSPECTORS—DRAWING.

As it is desirable, in order still further to qualify teachers in the subject of Drawing, that facilities of some kind should be offered for their improvement ; instead of the classes formerly taught at the Department it is proposed to give a grant to each Inspectoral Division in which a class is formed for instruction in elementary drawing.

The conditions on which such classes may be formed are :—

1. The class must consist of at least ten persons holding a public school teacher’s certificate.
2. The teacher in charge must possess a legal certificate to teach drawing ; or be approved of by the Education Department.
3. At least thirty lessons of two hours each must be given.
4. Teachers who attend this course will be allowed to write at the Departmental Examination in Drawing in April, 1888.
5. The Primary Drawing Course only shall be taught.
6. A grant of \$20 will be made for each class of ten pupils, but only one class will be paid for in any Inspectoral Division.

Will you be good enough to inform the teachers of your Inspectorate of these proposals, in order that they may make the necessary arrangements for organizing classes, and reply in due time.

TORONTO, May 1st, 1887.

CIRCULAR TO INSPECTORS AND HEAD MASTERS—MUSIC.

The reports from Inspectors in answer to my circular of last November show that Music is taught systematically in comparatively few schools. This is probably owing to a scarcity of competent teachers. The Summer School of Music has been arranged with the object of supplying this want, and of giving teachers who do not feel qualified to teach music in their schools an opportunity to fit themselves for this important part of the school work. A representative teacher (one with some knowledge of the subject if possible) from each school where music is to be taught next year should attend, and become qualified to teach classes in the schools and conduct local classes for teachers.

Music is to be placed next term on the list of compulsory subjects for County Model Schools, and the existing regulations will be enforced in regard to its study as in other subjects.

A detailed course of study for each class will be found in the revised regulations.

TORONTO, May 18th, 1887.

APPORTIONMENT OF LEGISLATIVE PUBLIC SCHOOL GRANT FOR 1887.

The apportionment of the grant to the several municipalities is based upon the latest returns of population for the year 1886, and the division between the Public and Separate Schools on the average attendance of that year, as reported by the Inspectors, Public School Boards, and Separate School Trustees respectively.

While the Separate Schools will receive their portion of the grant direct from the Department, that of the Public Schools will be paid, according to this Schedule, through the respective county, city, town and village Treasurers.

The County Councils—whose duty it is to raise from the several townships in their counties a sum at least equal to the amounts respectively apportioned to each County—are reminded that *all the supporters of Roman Catholic Separate Schools are exempt* from any rate to be levied for this purpose.

EDUCATION DEPARTMENT,
TORONTO, May, 1887.

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES FOR 1887, for which an Assessment is to be made by the County Council, in the several Townships in each County, sufficient to raise an amount at least equal to the amount apportioned to each County.

All Roman Catholic Separate School supporters are exempted from any rate for such purpose.

1. COUNTY OF BRANT.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| Brantford..... | \$797 00 |
| Burford..... | 612 00 |
| Dumfries, South..... | 435 00 |
| Oakland..... | 112 00 |
| Onondaga..... | 175 00 |
| Total..... | \$2131 00 |

2. COUNTY OF BRUCE.

| | |
|------------------------------|-----------|
| Albemarle..... | \$135 00 |
| Amabel..... | 252 00 |
| Arran..... | 360 00 |
| Brant..... | 592 00 |
| Bruce..... | 482 00 |
| Carrick..... | 498 00 |
| Culross..... | 423 00 |
| Eastnor..... | 143 00 |
| Elderslie..... | 394 00 |
| Greenock..... | 400 00 |
| Huron..... | 538 00 |
| Kincardine..... | 477 00 |
| Kinloss..... | 323 00 |
| Lindsay and St. Edmunds..... | 75 00 |
| Saugeen..... | 247 00 |
| Total..... | \$5339 00 |

3. COUNTY OF CARLETON.

| | |
|---|-----------|
| Fitzroy..... | \$256 00 |
| Gloucester..... | 635 00 |
| Goulbourn..... | 370 00 |
| Gower, North..... | 283 00 |
| Huntley..... | 303 00 |
| March..... | 112 00 |
| Marlborough..... | 229 00 |
| Nepean (including R. C., No. 15, B.)..... | 810 00 |
| Osgoode..... | 528 00 |
| Corborton..... | 118 00 |
| Total..... | \$3644 00 |

* Where the amount for the Separate Schools is included, it will be ascertained and deducted on receipt of returns.

4. COUNTY OF DUFFERIN.

| | |
|-----------------------|-----------|
| Amaranth..... | \$422 00 |
| Ararafraxa, East..... | 353 00 |
| Ararafraxa, East..... | 253 00 |
| Ararafraxa, East..... | 436 00 |
| Ararafraxa, East..... | 576 00 |
| Ararafraxa, East..... | 636 00 |
| Total..... | \$2676 00 |

5. COUNTY OF ELGIN.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| Aldborough..... | \$624 00 |
| Bayham..... | 448 00 |
| Dorchester, South..... | 202 00 |
| Dunwich..... | 520 00 |
| Malahide..... | 522 00 |
| Southwold..... | 554 00 |
| Yarmouth..... | 613 00 |
| Total..... | \$3483 00 |

6. COUNTY OF ESSEX.

| | |
|------------------------|-----------|
| Anderdon..... | \$239 00 |
| Colchester, North..... | 175 00 |
| “ South..... | 314 00 |
| Gosfield..... | 446 00 |
| Maidstone..... | 355 00 |
| Malden..... | 120 00 |
| Mersea..... | 443 00 |
| Pelee Island..... | 40 00 |
| Rochester..... | 282 00 |
| Sandwich, East..... | 560 00 |
| “ West..... | 344 00 |
| Tilbury, West..... | 432 00 |
| Total..... | \$3750 00 |

7. COUNTY OF FRONTENAC.

| | |
|----------------------------|-----------|
| Barrie..... | \$ 59 00 |
| Bedford..... | 190 00 |
| Clarendon and Miller..... | 108 00 |
| Hinchinbrooke..... | 167 00 |
| Howe Island..... | 48 00 |
| Kennebec..... | 139 00 |
| Kingston..... | 385 00 |
| Loughborough..... | 235 00 |
| Olden..... | 116 00 |
| Oso..... | 133 00 |
| Palmerston and Canoto..... | 100 00 |
| Pittsburg..... | 338 00 |
| Portland..... | 289 00 |
| Storrington..... | 265 00 |
| Wolfe Island..... | 166 00 |
| Total..... | \$2738 00 |

8. COUNTY OF GREY.

| | |
|------------------|----------|
| Artemesia..... | \$486 00 |
| Bentlnck..... | 634 00 |
| Collingwood..... | 593 00 |
| Derby..... | 275 00 |
| Egremont..... | 455 00 |
| Euphrasia..... | 404 00 |
| Glenelg..... | 408 00 |

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*8. COUNTY OF GREY—*Continued.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| Holland | 438 00 |
| Keppel | 451 00 |
| Normanby | 614 00 |
| Osprey | 412 00 |
| Proton | 408 00 |
| Sarawak | 108 00 |
| St. Vincent | 478 00 |
| Sullivan | 43 00 |
| Sydenham | 474 00 |
| Total | \$7121 00 |

9. COUNTY OF HALDIMAND.

| | |
|---------------------|-----------|
| Canborough | \$139 00 |
| Cayuga, North | 245 00 |
| " South | 118 00 |
| Dunn | 117 00 |
| Moulton | 242 00 |
| Oneida | 266 00 |
| Rainham | 261 00 |
| Seneca | 320 00 |
| Sherbrooke | 54 00 |
| Walpole | 647 00 |
| Total | \$2409 00 |

10. COUNTY OF HALIBURTON.

| | |
|--|----------|
| Anson and Hindon | \$ 34 00 |
| Cardiff | 69 00 |
| Clyde, Bruton, Dudley, Dysart, Har- | |
| court, Harburn, Eyre, Guilford, Have- | |
| lock, etc. | 121 00 |
| Glamorgan | 56 00 |
| Lutterworth | 52 00 |
| Minden | 142 00 |
| Monmouth | 42 00 |
| Snowdon | 99 00 |
| Stanhope, Sherbourne and McClintock .. | 63 00 |
| Total | \$678 00 |

11. COUNTY OF HALTON.

| | |
|-------------------|-----------|
| Esquensing | \$559 00 |
| Nassagaweya | 353 00 |
| Nelson | 409 00 |
| Trafalgar | 520 00 |
| Total | \$1841 00 |

12. COUNTY OF HASTINGS.

| | |
|-----------------------------------|----------|
| Carlow and Mayo | \$114 00 |
| Elzevir and Grimsthorpe | 149 00 |
| Faraday and Dungannon | 152 00 |
| Hungerford | 531 00 |
| Huntingdon | 288 00 |
| McClure, Wicklow and Bangor | 89 00 |

12. COUNTY OF HASTINGS—*Continued.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|----------------------------------|-----------------------|
| Herschel and Monteagle | 148 00 |
| Madoc | 327 00 |
| Marmora and Lake | 236 00 |
| Rawdon | 382 00 |
| Sidney | 493 00 |
| ThurLOW | 569 00 |
| Tudor, Limerick and Cashel | 183 00 |
| Wollaston | 88 00 |
| Tyendinaga | 571 00 |
| Total | \$4320 00 |

13. COUNTY OF HURON.

| | |
|----------------------|-----------|
| Ashfield | \$431 00 |
| Colborne | 288 00 |
| Goderich | 343 00 |
| Grey | 490 00 |
| Hay | 510 00 |
| Howick | 643 00 |
| Hullett | 388 00 |
| McKillop | 420 00 |
| Morris | 418 00 |
| Stanley | 319 00 |
| Stephen | 478 00 |
| Tuckersmith | 391 00 |
| Turnberry | 339 00 |
| Usborne | 355 00 |
| Wawanosh, East | 286 00 |
| " West | 270 00 |
| Total | \$6369 00 |

14. COUNTY OF KENT.

| | |
|---------------------|-----------|
| Camden | \$318 00 |
| Chatham | 562 00 |
| Dover | 457 00 |
| Harwich | 617 00 |
| Howard | 466 00 |
| Orford | 369 00 |
| Raleigh | 588 00 |
| Romney | 140 00 |
| Tilbury, East | 337 00 |
| Zone | 176 00 |
| Total | \$3980 00 |

15. COUNTY OF LAMBTON.

| | |
|-------------------|-----------|
| Bosanquet | \$355 00 |
| Brooke | 386 00 |
| Dawn | 249 00 |
| Enniskillen | 324 00 |
| Euphemia | 317 00 |
| Moore | 569 00 |
| Plympton | 508 00 |
| Sarnia | 271 00 |
| Sombra | 353 00 |
| Warwick | 445 00 |
| Total | \$3777 00 |

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

16. COUNTY OF LANARK.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|---------------------------------------|-----------------------|
| Bathurst | \$396 00 |
| Beckwith | 217 00 |
| Burgess, North | 123 00 |
| Dalhousie and Sherbrooke, North | 270 00 |
| Darling | 82 00 |
| Drummond | 268 00 |
| Elmsley, North | 154 00 |
| Lanark | 229 00 |
| Levant | 73 00 |
| Montague | 329 00 |
| Pakenham | 236 00 |
| Ramsay | 512 00 |
| Sherbrooke, South | 114 00 |
| Total | \$2783 00 |

17. COUNTY OF LEEDS.

| | |
|----------------------------------|-----------|
| Bastard and Burgess, South | \$398 00 |
| Crosby, North | 190 00 |
| Crosby, South | 227 00 |
| Elizabethtown | 650 00 |
| Elmsley, South | 110 00 |
| Escott, Front | 152 00 |
| Kitley | 253 00 |
| Leeds and Lansdowne, Front | 392 00 |
| “ “ Rear | 288 00 |
| Yonge and Escott, Rear | 245 00 |
| Yonge, Front | 172 00 |
| Total | \$3077 00 |

17½. COUNTY OF GRENVILLE.

| | |
|---------------------|-----------|
| Augusta | \$597 00 |
| Edwardsburg | 521 00 |
| Gower, South | 110 00 |
| Oxford Rideau | 405 00 |
| Wolford | 246 00 |
| Total | \$1879 00 |

18. COUNTY OF LENNOX AND
ADDINGTON.

| | |
|---------------------------------------|-----------|
| Adolphustown | \$ 90 00 |
| Amherst Island | 136 00 |
| Anglesea, Effingham and Kaladar | 134 00 |
| Camden, East | 553 00 |
| Denbigh, Abinger and Ashby | 88 00 |
| Ernestown | 422 00 |
| Fredericksburg, North | 210 00 |
| “ South | 157 00 |
| Richmond | 314 00 |
| Sheffield | 258 00 |
| Total | \$2362 00 |

19. COUNTY OF LINCOLN.

| | |
|--------------------|----------|
| Caistor | \$249 00 |
| Clinton | 262 00 |
| Gainsborough | 339 00 |
| Grantham | 261 00 |

19. COUNTY OF LINCOLN—*Continued.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| Grimsby, North | 121 00 |
| “ South | 182 00 |
| Louth | 220 00 |
| Niagara | 224 00 |
| Total | \$1858 00 |

20. COUNTY OF MIDDLESEX.

| | |
|-------------------------|-----------|
| Adeiaide | \$385 00 |
| Biddulph | 304 00 |
| Caradoc | 533 00 |
| Delaware | 230 00 |
| Dorchester, North | 478 00 |
| Ekfrid | 357 00 |
| Lobo | 343 00 |
| London | 1161 00 |
| McGillivray | 459 00 |
| Metcalfe | 241 00 |
| Mosa | 348 00 |
| Nissouri, West | 443 00 |
| Westminster | 1012 00 |
| Williams, East | 223 00 |
| “ West | 209 00 |
| Total | \$6731 00 |

21. COUNTY OF NORFOLK.

| | |
|----------------------|-----------|
| Charlotteville | \$469 00 |
| Houghton | 240 00 |
| Middieton | 442 00 |
| Townsend | 549 00 |
| Walsingham | 630 00 |
| Windham | 500 00 |
| Woodhouse | 316 00 |
| Total | \$3146 00 |

22. COUNTY OF NORTHUMBERLAND.

| | |
|-----------------------|-----------|
| Alnwick | \$138 00 |
| Brighton | 380 00 |
| Cramahe | 398 00 |
| Haldimand | 543 00 |
| Hamilton | 578 00 |
| Monaghan, South | 140 00 |
| Murray | 393 00 |
| Percy | 445 00 |
| Seymour | 414 00 |
| Total | \$3429 00 |

22½. COUNTY OF DURHAM.

| | |
|------------------|-----------|
| Cartwright | \$273 00 |
| Cavan | 416 00 |
| Clarke | 635 00 |
| Darlington | 616 00 |
| Hope | 546 00 |
| Manvers | 397 00 |
| Total | \$2883 00 |

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

23. COUNTY OF ONTARIO.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| Brock | \$519 00 |
| Mara | 327 00 |
| Pickering | 835 00 |
| Rama | 125 00 |
| Reach | 566 00 |
| Scott | 300 00 |
| Scugog Island | 78 00 |
| Thorah | 191 00 |
| Uxbridge | 456 00 |
| Whitby, East | 413 00 |
| Whitby | 378 00 |
| Total | \$4188 00 |

24. COUNTY OF OXFORD.

| | |
|----------------------|------------------|
| Blandford | \$240 00 |
| Blenheim | 622 00 |
| Dereham | 411 00 |
| Nissouri, East | 342 00 |
| Norwich, North | 288 00 |
| “ South | 364 00 |
| Oxford, North | 170 00 |
| “ East | 243 00 |
| “ West | 322 00 |
| Zorra, East | 361 00 |
| “ West | 343 00 |
| Total | \$3706 00 |

25. COUNTY OF PEEL.

| | |
|-----------------------|------------------|
| Albion | \$429 00 |
| Caledon | 520 00 |
| Chinguacousy | 638 00 |
| Gore of Toronto | 137 00 |
| Toronto | 685 00 |
| Total | \$2409 00 |

26. COUNTY OF PERTH.

| | |
|-----------------------|------------------|
| Blanchard | \$384 00 |
| Downie | 340 00 |
| Easthope, North | 313 00 |
| “ South | 228 00 |
| Ellice | 339 00 |
| Elma | 470 00 |
| Fullarton | 301 00 |
| Hibbert | 337 00 |
| Logan | 373 00 |
| Mornington | 409 00 |
| Wallace | 393 00 |
| Total | \$3887 00 |

27. COUNTY OF PETERBOROUGH.

| | |
|--|----------|
| Asphodel | \$200 00 |
| Belmont and Methuen | 226 00 |
| Burleigh, Anstruther and Chandos | 155 00 |
| Douro | 260 00 |

27. COUNTY OF PETERBOROUGH—*Con.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|----------------------------|-----------------------|
| Dummer | 262 00 |
| Ennismore | 121 00 |
| Galway and Cavendish | 95 00 |
| Harvey | 132 00 |
| Monaghan, North | 101 00 |
| Otonabee | 467 00 |
| Smith | 354 00 |
| Total | \$2373 00 |

28. COUNTY OF PRESCOTT.

| | |
|--|------------------|
| Alfred | \$310 00 |
| Caledonia | 173 00 |
| Hawkesbury, East | 288 00 |
| Hawkesbury, West (including R. C. No. 4) | 252 00 |
| Longueuil | 127 00 |
| Plantagenet, North | 443 00 |
| “ South | 291 00 |
| Total | \$1884 00 |

28½. COUNTY OF RUSSELL.

| | |
|---|------------------|
| Cambridge | \$153 00 |
| Clarence | 627 00 |
| Cumberland | 448 00 |
| Russell, including R. C. Nos. 6 and 7 | 373 00 |
| Total | \$1601 00 |

29. COUNTY OF PRINCE EDWARD.

| | |
|------------------------|------------------|
| Ameliasburg | \$387 00 |
| Athol | 169 00 |
| Hallowell | 395 00 |
| Hillier | 228 00 |
| Marysburg, North | 186 00 |
| “ South | 253 00 |
| Sophiasburg | 354 00 |
| Total | \$1972 00 |

30. COUNTY OF RENFREW.

| | |
|--|----------|
| Admaston | \$276 00 |
| Algona, South | 96 00 |
| Alice and Fraser | 203 00 |
| Bagot and Blithfield | 130 00 |
| Brougham | 62 00 |
| Bromley | 208 00 |
| Brudenell and Lynedoch | 162 00 |
| Grattan | 157 00 |
| Griffith and Matawatchan | 83 00 |
| Hagarty, Jones, Sherwood, Richards and Burns | 212 00 |
| Head, Clara and Maria | 40 00 |
| Horton | 163 00 |
| McNab | 437 00 |
| Pembroke | 86 00 |
| Petawawa and McKay | 78 00 |
| Radcliffe and Raglan | 98 00 |

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*30. COUNTY OF RENFREW—*Continued.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|-------------------------------------|-----------------------|
| Rolph, Wylie and Buchanan..... | 97 00 |
| Ross | 306 00 |
| Sebastopol | 84 00 |
| Stafford..... | 102 00 |
| Westmeath | 370 00 |
| Wilberforce and Algona, North | 213 00 |
| Total | \$3663 00 |

31. COUNTY OF SIMCOE.

| | |
|-----------------------------|-----------|
| Adjala..... | \$237 00 |
| Cardwell..... | 50 00 |
| Essa | 514 00 |
| Flos | 387 00 |
| Gwillimbury, West..... | 334 00 |
| Humphrey | 60 00 |
| Innisfil | 538 00 |
| Medonte | 434 00 |
| Monck | 80 00 |
| Morrison..... | 83 00 |
| Muskoka..... | 133 00 |
| Nottawasaga | 757 00 |
| Orillia and Matchedash..... | 420 00 |
| Oro..... | 494 00 |
| Sunnisdale | 319 00 |
| Tay | 364 00 |
| Tiny..... | 342 00 |
| Tecumseth | 527 00 |
| Tossorontio | 144 00 |
| Vespra..... | 327 00 |
| Watt | 110 00 |
| Wood and Medora | 100 00 |
| Total | \$6754 00 |

32. COUNTY OF STORMONT.

| | |
|-----------------|-----------|
| Cornwall..... | \$485 00 |
| Finch..... | 356 00 |
| Osnabruck | 657 00 |
| Roxborough..... | 491 00 |
| Total | \$1989 00 |

33. COUNTY OF DUNDAS.

| | |
|--------------------|-----------|
| Matilda | \$556 00 |
| Mountain | 390 00 |
| Williamsburg | 501 00 |
| Winchester | 561 00 |
| Total | \$2008 00 |

34. COUNTY OF GLENGARRY.

| | |
|----------------------|-----------|
| Charlottenburg | \$771 00 |
| Kenyon..... | 646 00 |
| Lancaster | 495 00 |
| Lochiel | 547 00 |
| Total | \$2459 00 |

33. COUNTY OF VICTORIA.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|----------------------------------|-----------------------|
| Bexley..... | \$104 00 |
| Carden | 84 00 |
| Dalton..... | 61 00 |
| Draper and Oakley..... | 171 00 |
| Eldon..... | 380 00 |
| Emily..... | 304 00 |
| Fenelon..... | 347 00 |
| Laxton, Digby and Longford | 100 00 |
| Macaulay..... | 107 00 |
| McLean and Ridout..... | 95 00 |
| Mariposa | 601 00 |
| Ops..... | 403 00 |
| Ryde | 87 00 |
| Somerville..... | 177 00 |
| Stephenson | 106 00 |
| Verulam | 266 00 |
| Total | \$3393 00 |

34. COUNTY OF WATERLOO.

| | |
|-----------------------|-----------|
| Dumfries, North | \$356 00 |
| Waterloo | 839 00 |
| Wellesley | 523 00 |
| Wilmot | 643 00 |
| Woolwich..... | 672 00 |
| Total | \$3033 00 |

35. COUNTY OF WELLAND.

| | |
|--|-----------|
| Bertie | \$494 00 |
| Crowland | 156 00 |
| Humberstone | 341 00 |
| Pelham | 296 00 |
| Stamford (including R. C., No. 7.....) | 245 00 |
| Thorold | 261 00 |
| Wainfleet | 388 00 |
| Willoughby..... | 133 00 |
| Total | \$2314 00 |

36. COUNTY OF WELLINGTON.

| | |
|-----------------------|-----------|
| Arthur | \$403 00 |
| Eramosa | 424 00 |
| Erin | 486 00 |
| Garafraxa, West | 386 00 |
| Guelph | 332 00 |
| Luther, West | 227 00 |
| Maryborough | 486 00 |
| Minto | 498 00 |
| Nichol | 233 00 |
| Peel | 484 00 |
| Pilkington | 234 00 |
| Puslinch | 464 00 |
| Total | \$4657 00 |

PUBLIC SCHOOL APPORTIONMENT TO COUNTIES—*Continued.*

37. COUNTY OF WENTWORTH.

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|-------------------------|-----------------------|
| Ancaster | \$547 00 |
| Barton | 553 00 |
| Beverley | 638 00 |
| Binbrook | 219 00 |
| Flamborough, East | 314 00 |
| " West | 386 00 |
| Glanford | 233 00 |
| Saltfleet | 321 00 |
| Total | \$3211 00 |

38. COUNTY OF YORK.

| | |
|------------------------|----------|
| Etobicoke | \$380 00 |
| Georgina | 307 00 |
| Willimbury, East | 545 00 |
| " North | 228 00 |

38. COUNTY OF YORK—*Continued.*

| <i>Municipalities.</i> | <i>Apportionment.</i> |
|------------------------|-----------------------|
| King | 708 00 |
| Markham | 654 00 |
| Scarborough | 520 00 |
| Vaughan | 522 00 |
| Whitchurch | 511 00 |
| York | 1169 00 |
| Total | \$5544 00 |

39. DISTRICTS.

| | |
|---|-----------|
| Algoma | \$2000 00 |
| Nipissing, including R. C. S. Schools | 500 00 |
| Parry Sound | 1500 00 |
| Total | \$4000 00 |

APPORTIONMENT TO ROMAN CATHOLIC SEPARATE SCHOOLS FOR 1887, PAYABLE THROUGH
THIS DEPARTMENT.

| <i>School Sections.</i> | <i>Apportionment.</i> |
|--|-----------------------|
| Adjala | 10 \$27 00 |
| Alfred | 3 12 00 |
| " 7 (with 8, Plantagenet, South | 7 16 00 |
| " | 7 28 00 |
| Anderson | 3 & 4 27 00 |
| Artemesia, 6 (1) (with 7, Glenelg) | 9 9 00 |
| " | 6 (2) 8 00 |
| Arthur | 6 57 00 |
| Asphodel | 4 26 00 |
| Biddulph | 6 32 00 |
| " 9 (with 1, McGillivray) | 6 6 00 |
| Bonfield 1 A and 1 B (included in grant to Nipissing District). | |
| Brighton | 1 (15) 10 00 |
| Burgess, North | 6 11 00 |
| Cambridge | 6 & 7 57 00 |
| Caledonia | 3, 4, & 10 30 00 |
| Carrick | 1 34 00 |
| " | 2 23 00 |
| " | 14 72 00 |
| Charlottenburg | 15 41 00 |
| Colchester, North | 7 22 00 |
| Cornwall | 1 16 00 |
| " | 16 69 00 |
| Crosby, North | 4 32 00 |
| Downie | 9 21 00 |
| Edwardsburg | 2 11 00 |
| Ellice | 7 21 00 |
| Finch | 5 46 00 |
| Framborough, West | 2 16 00 |
| Glenelg | 5 23 00 |
| " 7, (with 6, Artemesia (1)) | 3 3 00 |
| Houcester | 4, 5, & 12 17 00 |
| " | 14 43 00 |
| Irattan, etc. | 1 89 00 |
| Ialdimand | 21 19 00 |
| Iarwich | 9 28 00 |
| Iawkesbury, East | 2 28 00 |
| " | 4 17 00 |
| " | 7 81 00 |
| " | 10 26 00 |
| " | 12 13 00 |
| " | 15 18 00 |
| " | 16 11 00 |
| Iawkesbury, West, 4 (included in grant to township). | |
| Iibbert | (1) 3 21 00 |
| Iolland | 3 12 00 |
| Iullett | 2 13 00 |
| Iunisfl 12, (with town of Barrie) | 11 11 00 |
| Iingston | 8 13 00 |
| Iitley | 7 7 00 |
| Iancaster | 14 34 00 |
| Iochiel | 12 14 00 |
| Iongueuil, West | 4 12 00 |
| Iaidstone 4, (with 2, Rochester) | 28 28 00 |
| Ialden A. | 3 55 00 |
| " B. | 3 30 00 |
| Iara | 3 64 00 |
| Iarch | 3 18 00 |

| <i>School Sections.</i> | <i>Apportionment.</i> |
|--|-----------------------|
| Mattawa, 1 (included in grant to district of Nipissing). | |
| Moore | 3, 4, & 5. \$16 00 |
| Mornington | 4 25 00 |
| McGillivray 1, (with 9, Biddulph) | 7 7 00 |
| McKillop | 1 26 00 |
| Nepean | 7 38 00 |
| " A | 15 173 00 |
| " B 15, (included in grant to town- ship). | |
| Nichol | 1 29 00 |
| Normanby | 5 37 00 |
| " | 10 24 00 |
| Osgoode | 1 25 00 |
| " | 15 14 00 |
| Otonabee | 10 19 00 |
| Papineau 2, (included in grant to district of Nipissing). | |
| Peel | 8 7 00 |
| " | 12 34 00 |
| Percy | 5 18 00 |
| " 12, (with 12 Seymour) | 6 6 00 |
| Plantagenet, North | 9 30 00 |
| " South 7, (included in grant to township). | |
| " South 8, (with 7 Alfred) .. | 10 10 00 |
| Proton | 6 38 00 |
| Raleigh | 4 48 00 |
| " | 5 17 00 |
| " | 6 48 00 |
| Richmond | 10 & 17 9 00 |
| Rochester 2, (with 4 Maidstone) .. | 25 25 00 |
| Roxboro' | 12 48 00 |
| Seymour 12, (with 12 Percy) | 8 8 00 |
| Sheffield | 5 28 00 |
| Sombra | 5 35 00 |
| Stamford 7, (included in grant to township). | |
| Stafford | 2 28 00 |
| Stephen | 6 46 00 |
| Sydenham | 7 24 00 |
| " | 14 (2) 18 00 |
| Tilbury W. & E. | 1 57 00 |
| Tiny | 2 85 00 |
| Toronto Gore | 6 21 00 |
| Vespra | 7 15 00 |
| Waterloo | 13 33 00 |
| Wananosh, West | 1 21 00 |
| Wellesley | 5 18 00 |
| " | 9 & 10 29 00 |
| " | 11 66 00 |
| " | 12 22 00 |
| Westminster | 13 26 00 |
| Williams, West | 10 27 00 |
| Wilmot | 15 41 00 |
| Windham | 8 25 00 |
| Wolfe Island | 1 22 00 |
| " | 2 18 00 |
| " | 4 34 00 |
| Yonge and Escott R. | 4 4 00 |
| York | 1 40 00 |

APPORTIONMENT TO CITIES, TOWNS AND VILLAGES FOR 1887.

| | Public Schools. | Separate Schools. | Total. |
|-----------------------|--------------------|----------------------|----------|
| CITIES. | \$ c. | \$ c. | \$ c. |
| Belleville | 1084 00 | 234 00 | 1318 00 |
| Brantford | 1474 00 | 160 00 | 1634 00 |
| Guelph | 1086 00 | 242 00 | 1328 00 |
| Hamilton | 4418 00 | 780 00 | 5198 00 |
| Kingston | 1433 00 | 531 00 | 1964 00 |
| London | 2924 00 | 462 00 | 3386 00 |
| Ottawa | 2036 00 | 2392 00 | 4428 00 |
| St. Catharines | 994 00 | 290 00 | 1284 00 |
| St. Thomas | 1290 00 | 155 00 | 1445 00 |
| Stratford | 843 00 | 336 00 | 1179 00 |
| Toronto | 12885 00 | 2509 00 | 15394 00 |
| Total | 30467 00 | 8091 00 | 38558 00 |
| TOWNS. | | | |
| Almonte | 302 00 | 84 00 | 386 00 |
| Amherstburg | 153 00 | 153 00 | 306 00 |
| Aylmer | 263 00 | | 263 00 |
| Barrie | 479 00 | 88 00 | 567 00 |
| Berlin | 530 00 | 105 00 | 635 00 |
| Blenheim | 170 00 | | 170 00 |
| Bothwell | 117 00 | | 117 00 |
| Bowmanville | 479 00 | | 479 00 |
| Brampton | 431 00 | | 431 00 |
| Brockville | 843 00 | 239 00 | 1082 00 |
| Chatham | 942 00 | 158 00 | 1100 00 |
| Clinton | 356 00 | | 356 00 |
| Cobourg | 476 00 | 166 00 | 642 00 |
| Collingwood | 562 00 | | 562 00 |
| Cornwall | 405 00 | 337 00 | 742 00 |
| Dresden | 242 00 | | 242 00 |
| Dundas | 348 00 | 157 00 | 505 00 |
| Durham | 135 00 | | 135 00 |
| Galt | 725 00 | 56 00 | 781 00 |
| Goderich | 444 00 | 67 00 | 511 00 |
| Harriston | 252 00 | | 252 00 |
| Ingersoll | 488 00 | 62 00 | 550 00 |
| Kincardine | 356 00 | | 356 00 |
| Lindsay | 453 00 | 263 00 | 716 00 |
| Listowel | 372 00 | | 372 00 |
| London, East | 576 00 | | 576 00 |
| Meaford | 320 00 | | 320 00 |
| Mitchell | 312 00 | | 312 00 |
| Milton | 166 00 | | 166 00 |
| Mount Forest | 279 00 | | 279 00 |
| Napanee | 444 00 | | 444 00 |
| Newmarket | 210 00 | 42 00 | 252 00 |
| Niagara | 181 00 | | 181 00 |
| Niagara Falls | 293 00 | 93 00 | 386 00 |
| Oakville | 186 00 | 33 00 | 219 00 |
| Orangeville | 406 00 | | 406 00 |
| Orillia | 337 00 | 163 00 | 500 00 |
| Oshawa | 472 00 | 80 00 | 552 00 |
| Owen Sound | 687 00 | 50 00 | 737 00 |
| Palmerston | 213 00 | | 213 00 |
| Parkhill | 178 00 | 34 00 | 212 00 |
| Paris | 368 00 | 67 00 | 435 00 |
| Pembroke | 270 00 | 206 00 | 476 00 |
| Penetanguishene | 254 00 | | 254 00 |

APPORTIONMENT TO CITIES, ETC.—*Continued.*

| | Public Schools. | Separate Schools. | Total. |
|-------------------------------|--------------------|----------------------|-----------------|
| TOWNS.—Continued. | | | |
| | \$ c. | \$ c. | \$ c. |
| Perth..... | 409 00 | 102 00 | 511 00 |
| Peterborough..... | 811 00 | 252 00 | 1063 00 |
| Petrolea..... | 375 00 | | 375 00 |
| Pictou..... | 304 00 | 52 00 | 356 00 |
| Port Arthur..... | 271 00 | 145 00 | 416 00 |
| Port Hope..... | 706 00 | | 706 00 |
| Prescott..... | 256 00 | 127 00 | 383 00 |
| Rat Portage..... | 38 00 | 27 00 | 65 00 |
| Ridgetown..... | 277 00 | | 277 00 |
| Sandwich..... | 158 00 | | 158 00 |
| Sarnia..... | 626 00 | 104 00 | 730 00 |
| Seaforth..... | 328 00 | | 328 00 |
| Simcoe..... | 341 00 | | 341 00 |
| Smith's Falls..... | 289 00 | | 289 00 |
| St. Mary's..... | 393 00 | 49 00 | 442 00 |
| Strathroy..... | 465 00 | | 465 00 |
| Thorold..... | 227 00 | 117 00 | 344 00 |
| Tilsonburg..... | 273 00 | | 273 00 |
| Trenton..... | 365 00 | 220 00 | 585 00 |
| Uxbridge..... | 271 00 | | 271 00 |
| Walkerton..... | 359 00 | | 359 00 |
| Waterloo..... | 322 00 | | 322 00 |
| Welland..... | 248 00 | | 248 00 |
| Whitby..... | 368 00 | 25 00 | 393 00 |
| Windsor..... | 954 00 | | 954 00 |
| Wingham..... | 250 00 | | 250 00 |
| Woodstock..... | 878 00 | | 878 00 |
| Total | 27037 00 | 3923 00 | 30960 00 |
| INCORPORATED VILLAGES. | | | |
| Acton..... | 122 00 | | 122 00 |
| Ailsa Craig..... | 163 00 | | 163 00 |
| Alexandria..... | 19 00 | 137 00 | 156 00 |
| Alliston..... | 210 00 | | 210 00 |
| Alvinston..... | 120 00 | | 120 00 |
| Arkona..... | 74 00 | | 74 00 |
| Arnprior..... | 189 00 | 119 00 | 308 00 |
| Arthur..... | 92 00 | 60 00 | 152 00 |
| Ayr..... | 143 00 | | 143 00 |
| Ashburnham..... | 182 00 | | 182 00 |
| Aurora..... | 250 00 | | 250 00 |
| Bath..... | 70 00 | | 70 00 |
| Bayfield..... | 72 00 | | 72 00 |
| Beamsville..... | 90 00 | | 90 00 |
| Beaverton..... | 126 00 | | 126 00 |
| Beeton..... | 66 00 | | 66 00 |
| Belle River..... | 91 00 | | 91 00 |
| Blyth..... | 104 00 | | 104 00 |
| Bobcaygeon..... | 113 00 | | 113 00 |
| Bolton..... | 91 00 | | 91 00 |
| Bracebridge..... | 160 00 | | 160 00 |
| Bradford..... | 140 00 | | 140 00 |
| Brighton..... | 236 00 | | 236 00 |
| Brussels..... | 162 00 | | 162 00 |
| Burlington..... | 138 00 | | 138 00 |
| Caledonia..... | 126 00 | | 126 00 |
| Campbellford..... | 254 00 | | 254 00 |
| Cannington..... | 118 00 | | 118 00 |

APPORTIONMENT TO CITIES, ETC.—*Continued.*

| | Public Schools. | Separate Schools. | Total. |
|--|--------------------|----------------------|--------|
| INCORPORATED VILLAGES— <i>Continued.</i> | | | |
| | \$ c. | \$ c. | \$ c. |
| Cardinal | 83 00 | | 83 00 |
| Carleton Place | 434 00 | | 434 00 |
| Cayuga | 108 00 | | 108 00 |
| Chesley | 193 00 | | 193 00 |
| Chippewa | 83 00 | | 83 00 |
| Clifford | 74 00 | | 74 00 |
| Colborne | 115 00 | | 115 00 |
| Deseronto | 294 00 | | 294 00 |
| Drayton | 103 00 | | 103 00 |
| Dunnville | 263 00 | | 263 00 |
| Elora | 145 00 | 38 00 | 183 00 |
| Embro | 74 00 | | 74 00 |
| Erin | 74 00 | | 74 00 |
| Essex Centre | 156 00 | | 156 00 |
| Exeter | 233 00 | | 233 00 |
| Fenelon Falls | 169 00 | | 169 00 |
| Fergus | 200 00 | 16 00 | 216 00 |
| Forest | 198 00 | | 198 00 |
| Fort Erie | 100 00 | | 100 00 |
| Gananoque | 380 00 | | 380 00 |
| Garden Island | 53 00 | | 53 00 |
| Georgetown | 204 00 | | 204 00 |
| Glencoe | 124 00 | | 124 00 |
| Gravenhurst | 197 00 | | 197 00 |
| Grimsby | 95 00 | | 95 00 |
| Hastings | 64 00 | 38 00 | 102 00 |
| Hawkesbury | 191 00 | | 191 00 |
| Hespeler | 140 00 | | 140 00 |
| Holland Landing | 65 00 | | 65 00 |
| Iroquois | 134 00 | | 134 00 |
| Kemptville | 144 00 | | 144 00 |
| Kingsville | 119 00 | | 119 00 |
| Lakeville | 141 00 | | 141 00 |
| Lanark | 97 00 | | 97 00 |
| Leamington | 166 00 | | 166 00 |
| L'Original | 104 00 | | 104 00 |
| London, West | 210 00 | | 210 00 |
| Lucan | 133 00 | | 133 00 |
| Lucknow | 202 00 | | 202 00 |
| Madoc | 133 00 | | 133 00 |
| Markham | 126 00 | | 126 00 |
| Merrickville | 108 00 | | 108 00 |
| Merrittton | 179 00 | 44 00 | 223 00 |
| Midland | 213 00 | | 213 00 |
| Millbrook | 141 00 | | 141 00 |
| Milverton | 76 00 | | 76 00 |
| Morrisburg | 259 00 | | 259 00 |
| Newboro' | 48 00 | | 48 00 |
| Newburgh | 100 00 | | 100 00 |
| Newbury | 69 00 | | 69 00 |
| Newcastle | 118 00 | | 118 00 |
| New Hamburg | 165 00 | | 165 00 |
| Niagara Falls, South | 122 00 | | 122 00 |
| North Bay | 104 00 | | 104 00 |
| Norwich | 188 00 | | 188 00 |
| Norwood | 117 00 | | 117 00 |
| Oilsprings | 81 00 | | 81 00 |
| Omeme | 87 00 | | 87 00 |
| Paisley | 163 00 | | 163 00 |
| Parkdale | 438 00 | | 438 00 |
| Point Edward | 202 00 | | 202 00 |

APPORTIONMENT TO CITIES, ETC.—*Continued.*

| | Public Schools. | Separate Schools. | Total. |
|---|--------------------|----------------------|------------|
| INCORPORATED VILLAGES.— <i>Continued.</i> | | | |
| | \$ c. | \$ c. | \$ c. |
| Portsmouth | 65 00 | 41 00 | 106 00 |
| Port Colborne..... | 123 00 | 37 00 | 160 00 |
| Port Dalhousie..... | 98 00 | 33 00 | 131 00 |
| Port Dover..... | 141 00 | | 141 00 |
| Port Elgin..... | 222 00 | | 222 00 |
| Port Perry..... | 243 00 | | 243 00 |
| Port Stanley..... | 81 00 | | 81 00 |
| Preston..... | 217 00 | | 217 00 |
| Renfrew..... | 179 00 | 110 00 | 289 00 |
| Richmond..... | 47 00 | | 47 00 |
| Richmond Hill..... | 120 00 | | 120 00 |
| Sault Ste. Marie..... | 156 00 | | 156 00 |
| Shelburne..... | 138 00 | | 138 00 |
| Southampton..... | 152 00 | | 152 00 |
| Springfield..... | 66 00 | | 66 00 |
| Stayner..... | 146 00 | | 146 00 |
| Stirling..... | 101 00 | | 101 00 |
| Stouffville..... | 131 00 | | 131 00 |
| Streetsville..... | 101 00 | | 101 00 |
| Tara..... | 89 00 | | 89 00 |
| Teeswater..... | 152 00 | | 152 00 |
| Thamesville..... | 97 00 | | 97 00 |
| Thedford..... | 97 00 | | 97 00 |
| Tiverton..... | 83 00 | | 83 00 |
| Tottenham..... | 68 00 | | 68 00 |
| Vienna..... | 54 00 | | 54 00 |
| Wallaceburg..... | 209 00 | 40 00 | 249 00 |
| Wardsville..... | 57 00 | | 57 00 |
| Waterdown..... | 96 00 | | 96 00 |
| Waterford..... | 159 00 | | 159 00 |
| Watford..... | 143 00 | | 143 00 |
| Wellington..... | 73 00 | | 73 00 |
| Weston..... | 92 00 | 26 00 | 118 00 |
| Warton..... | 178 00 | | 178 00 |
| Woodbridge..... | 121 00 | | 121 00 |
| Woodville..... | 74 00 | | 74 00 |
| Wyoming..... | 96 00 | | 96 00 |
| Wroxeter..... | 58 00 | | 58 00 |
| Total | \$17543 00 | \$739 00 | \$18282 00 |

SUMMARY OF APPORTIONMENT FOR 1887.

| | | Public Schools. | Separate Schools. | Total. |
|------------------------------|----------------------------|--------------------|----------------------|-----------|
| COUNTIES. | | \$ c. | \$ c. | \$ o. |
| 1. | Brant | 2131 00 | | 2131 00 |
| 2. | Bruce | 5339 00 | 129 00 | 5468 00 |
| 3. | Carleton | 3644 00 | 328 00 | 3972 00 |
| 4. | Dufferin | 2676 00 | | 2676 00 |
| 5. | Elgin | 3483 00 | | 3483 00 |
| 6. | Essex | 3750 00 | 205 00 | 3955 00 |
| 7. | Frontenac | 2738 00 | 87 00 | 2825 00 |
| 8. | Grey | 7121 00 | 189 00 | 7310 00 |
| 9. | Haldimand | 2409 00 | | 2409 00 |
| 10. | Haliburton | 678 00 | | 678 00 |
| 11. | Halton | 1841 00 | | 1841 00 |
| 12. | Hastings | 4320 00 | | 4320 00 |
| 13. | Huron | 6369 00 | 106 00 | 6475 00 |
| 14. | Kent | 3980 00 | 168 00 | 4148 00 |
| 15. | Lambton | 3777 00 | 49 00 | 3826 00 |
| 16. | Lanark | 2783 00 | 11 00 | 2794 00 |
| 17. | Leeds | 3077 00 | 43 00 | 3120 00 |
| 18. | Grenville | 1879 00 | 11 00 | 1890 00 |
| 19. | Lennox and Addington | 2362 00 | 35 00 | 2397 00 |
| 20. | Lincoln | 1858 00 | | 1858 00 |
| 21. | Middlesex | 6731 00 | 98 00 | 6829 00 |
| 22. | Norfolk | 3146 00 | 25 00 | 3171 00 |
| 23. | Northumberland | 3429 00 | 65 00 | 3494 00 |
| 24. | Durham | 2883 00 | | 2883 00 |
| 25. | Ontario | 4188 00 | 64 00 | 4252 00 |
| 26. | Oxford | 3706 00 | | 3706 00 |
| 27. | Peel | 2409 00 | 21 00 | 2430 00 |
| 28. | Perth | 3887 00 | 88 00 | 3975 00 |
| 29. | Peterborough | 2373 00 | 45 00 | 2418 00 |
| 30. | Prescott | 1884 00 | 363 00 | 2247 00 |
| 31. | Russell | 1601 00 | 57 00 | 1658 00 |
| 32. | Prince Edward | 1972 00 | | 1972 00 |
| 33. | Renfrew | 3663 90 | 117 00 | 3780 00 |
| 34. | Simcoe | 6754 00 | 138 00 | 6892 00 |
| 35. | Stormont | 1989 00 | 183 00 | 2172 00 |
| 36. | Dundas | 2008 00 | | 2008 00 |
| 37. | Glengarry | 2459 00 | 89 00 | 2548 00 |
| 38. | Victoria | 3393 00 | | 3393 00 |
| 39. | Waterloo | 3033 00 | 259 00 | 3292 00 |
| 40. | Welland | 2314 00 | | 2314 00 |
| 41. | Wellington | 4657 00 | 127 00 | 4784 00 |
| 42. | Wentworth | 3211 00 | 16 00 | 3227 00 |
| 43. | York | 5544 00 | 40 00 | 5584 00 |
| 44. | Districts— | | | |
| 45. | (a) Algoma | 2000 00 | | 2000 00 |
| 46. | (b) Nipissing | 500 00 | | 500 00 |
| 47. | (c) Parry Sound | 1500 00 | | 1500 00 |
| Total | | 147449 00 | 3156 00 | 150605 00 |
| GRAND TOTALS. | | | | |
| Counties and Districts | | 147449 00 | 3156 00 | 150605 00 |
| Cities | | 30467 00 | 8091 00 | 38558 00 |
| Towns | | 27037 00 | 3923 00 | 30960 00 |
| Villages | | 17543 00 | 739 00 | 18282 00 |
| Totals | | 222496 00 | 15909 00 | 238405 00 |

UNIVERSITY AND DEPARTMENTAL EXAMINATIONS.

As the departmental regulations show, candidates for second class non-professional certificates will be examined on the pass matriculation papers in Arts of the University of Toronto, and candidates for first class non-professional certificates on the honor papers for the same examination. The following syllabus, defining the scope and character of the examinations in English, natural science and physics, and mathematics, was adopted at a meeting of the Senate of the University held on the 10th and 11th November, 1887 :—

English.

1. *English Grammar and Philology.*

For pass, etymology and syntax, with exercises thereon. For honors, the same subjects as for pass, with the sounds and alphabet, outlines of historical grammar, and philology. In philology the following sections of Earle's philology of the English tongue (4th edition) are recommended for reference as indicating the scope and character of the examination : sections 1 and 193 to 613 inclusive, omitting such details as are unimportant at this stage of the candidates' knowledge of the language.

2. *English Composition and Prose Literature.*

For pass and honors : the framing of sentences and paragraphs ; paraphrasing of prose ; expansion and contraction of prose passages ; synonyms ; correction of errors ; the elements and qualities of style ; themes based upon the prose literature prescribed ; the critical study of the prose literature prescribed, involving the study of the merits and defects of the author's language, sentences and paragraphs. On this subject no special paper will be submitted for honors, but in the pass paper there will be for honors a few questions of a more difficult character than some of those set for pass.

3. *Poetical Literature.*

The object of the papers for both pass and honors will be to determine whether the candidate understands and appreciates the author's meaning. This involves the careful study of the form in which the author expresses himself. Paraphrasing, derivation, synonyms, proper names and historical points, figurative language, sentence and paragraph structure, and metrical form, will all be considered solely from this point of view. The biography of the writers and the history of the periods in which they lived, will be dealt with in this connection, only in so far as they may have affected the meaning or the form of the texts prescribed. The candidate will also be expected to have memorized the finest passages.

Natural Science and Physics.

1. *Physics.*

For candidates for third class certificates, the examination in physics will be wholly directed to testing whether the candidates have clear ideas respecting some of the more obvious properties of matter, and an accurate non-quantitative knowledge of the more elementary facts and laws of physics. If any arithmetical questions are proposed, they will be very elementary. The teaching should be by observation and experiment.

Candidates for pass matriculation (or second class certificates) are supposed to continue their qualitative study of physics ; but to prepare them for the quantitative study of the subject, they are required by the programme to take the most elementary part of the kinematics of a point, the dynamics (kinetics and statics) of a particle, and the statics of a fluid. The examination papers will consequently be composite, containing what have above been called qualitative questions and a few quantitative or mathematical problems,

but the latter will be elementary and easy. In teaching the subject there should, therefore, be a combination of the experimental and the rational methods, but less attention should be given to statics than this subject has received in the past.

2. *Biology.**

Elements of Zoology.—Vertebrate as distinguished from invertebrate animals. Structure of a vertebrate animal as exemplified by a fish. Form of the body : its regions, the paired and unpaired fins. The skin : its structure and functions. The skeleton : vertebral column and vertebræ ; skull and hard parts of the fins : muscles : nervous system and sense organs ; alimentary system, mouth, tongue and teeth ; intestinal canal ; its various parts and the glands connected with it ; their functions. The vascular system ; lymphatics and lymphatic glands ; heart and blood vessels, arteries, veins, and capillaries ; respiratory system, gills ; air bladder ; excretory system.

Common forms of Canadian fish. Classification of these—zoological nomenclature. Important peculiarities of the ganoid fish.

Differences of terrestrial as compared with aquatic vertebrates—the adaption to a different medium. A frog in its young and adult stages compared with a fish. Metamorphosis ; other Canadian amphibia.

Reptiles : their classification and structural peculiarities ; the painted turtle, Alligator, lizard, and garter snake as types.

Structural agreement between birds and lizards ; adoption to aerial life.

Mammals : the three great groups and their geographical distribution. The opossum and its young. The higher mammalia and the common Canadian representatives of the orders of these. Adaptation to different modes of life : terrestrial, arboreal, subterranean, aquatic, aerial.

Comparison of relative position of organs in vertebrate and invertebrate animals. The Crayfish as exemplifying the difference. Its segments and limbs, their arrangement and functions. Structural differences of the organs from those of vertebrates. Other Arthropods, such as the grasshopper, spider and thousand legs.

The earthworm and leech as examples of Annelids. The clam, pond snail and slug, as examples of Molluscs. Comparison of these with each other and with the Annelids and Arthropods as to form and structure.

The other invertebrate sub-kingdoms and their terrestrial and freshwater representatives.

Biology.—Its scope and aims ; its relation to Physics and Chemistry. Common peculiarities of all living bodies. Points of agreement and difference between plants and animals. Sub-division of Biological knowledge. Morphology and Physiology. The relation of plants and animals to each other, and to their environment. Diseases of plants and animals. Practical applications of Biology.

The scope of the examination in Botany, Zoology and Biology, is the same for Honor Students as for Pass Students, but a more detailed knowledge of the subjects will be required, and questions of greater difficulty will be set. It will be assumed that the compound microscope will be used in preparing for this examination.

At both the pass and the honor examinations it will be assumed that the work has been taken up practically.

3. *Chemistry.*

In preparing pupils for examination in Chemistry, the attention of teachers is directed to the following points. At both the pass and the honor examinations it will be assumed that the work has been taken up practically. Only such facts will be considered of importance as are required to illustrate the simpler theories of the constitution of matter, and only such portions of these theories as are needed for the explanation of the simpler facts. The following Syllabus contains an outline of such theories :—

1. Definition of the objects of the science : its relation to Physics, and the relation of the Physical Sciences (Chemistry and Physics) to Biology.

* The details of the course in botany are given under Form I. of the High School course of study.

2. Definition of matter in its three forms—gaseous, liquid and solid. A chemist confines his attention to homogeneous forms of matter; importance of mass (weight) as a measure of matter; all matter, without an exception, is subject to chemical change. By continuing the chemical changes, which result in a lighter form of matter, chemists are led to a limited number of forms which can not be made to give any lighter matter. These forms of matter have distinct spectra as gases. From these in almost all cases the original matter may be constructed. They are therefore called the Elements.

3. The names of the Elements—The laws of combination of the Elements in *Definite Proportion, Multiple Proportion, Reciprocal Proportion*. Dalton's theory that the Elements are composed of atoms explains these laws. The use and meaning of the term molecule. The use of symbols to denote atoms and molecules, and the use of equations to denote chemical change.

4. Dalton's theory does not admit of practical application unless we have the means of measuring the number of atoms in a molecule. Dalton assumed that he knew this number, e.g. H O for water. Chemists solve the problem by Avogadro's Law, that "equal volumes of gases, measured at the same temperature and pressure, contain the same number of molecules, and therefore weigh in the ratio of the weights of these molecules," deduced from the physical laws of gases, and from their relative densities as compared with their combining weights, and also from the laws of combination by volume.

5. The study of the combination of the Elements, Hydrogen and Chlorine, gives proof that the molecule of Hydrogen contains two parts. The study of the compound Hydrogen Chloride convinces chemists that these parts are indivisible, and therefore atoms. Hydrogen is therefore represented by the symbol H_2 .

6. Hence, that volume of any gas will weigh its molecular weight in any system of weight, which weighs two units of weight when filled with hydrogen gas at the same temperature and pressure. Thus 22.327 litres at $0^\circ C.$, and 760 mm. Bar. of Hydrogen, weigh two grams, and of any other gas its molecular weight in grams. In like manner 377 cubic feet at $60^\circ F.$, and 30 inches Bar. of Hydrogen weigh 2 lbs., and therefore this volume of any gas at some temperature and pressure weighs its molecular weight in lbs. avoirdupois.

7. Chemists have agreed to take the least weight of any element found in such a molecular weight as the weight of the atom.

8. The law of the specific heat of the elements may be used to determine atomic weight.

9. Classification of the elements by their atomic weight and by the chemical character of their compounds. Outlines of Mendelejeff's classification. Allotropic modifications of the elements. Valency.

10. The relations of acids, salts and bases. Nomenclature.

11. The law of isomorphism; its application to the determination of atomic weight,

12. The conditions of chemical combination. Heat as cause and result of chemical action.

13. Many of the physical properties of bodies may be traced to the properties of the individual atoms. Molecular volume of solids and liquids.

14. The following selection of the elements, with their most characteristic compounds may be studied in illustration of the outlines of Mendelejeff's classification of the elements:—

| | | | | |
|--------------------------------------|---|---------------------|---|---|
| Hydrogen. | Sodium. Potassium. | Magnesium. Zinc. | Calcium. Strontium. Barium. | Boron. Aluminium. |
| Carbon. Silicon. Tin. Lead. | Nitrogen. Phosphorus. Arsenic. Antimony. Bismuth. | Oxygen. Sulphur. | Fluorine. Chlorine. Bromine. Iodine. | Manganese. Iron. Gold. Platinum. |

 Mathematics.

Second Class (Pass Matriculation) Examination.
Arithmetic.

The examination will cover the whole course.

Algebra.

Elementary rules ; factoring ; highest common measure ; lowest common multiple ; square root ; cube root ; fractions ; ratio ; indices ; surds ; simple equations of one, two and three unknown quantities ; quadratic equations.

Euclid.—Books 1, 2 and 3.

While the examination paper will consist in part of book work, its special object will be the determination of the extent to which candidates have mastered the principles of the subject rather than of their familiarity with the text in its usual form, and will include *easy* deductions illustrative of such principles.

 Commercial Course.

Under departmental regulation 51, a commercial course is prescribed for the first form of high schools. In order to define more clearly the limits of this course and to indicate the scope of the examination, the following syllabus has been prepared by the Education Department for the guidance of candidates and high school masters :—

Writing.

To take a correct position at the desk, and to hold the pen properly ; to be familiar with the finger, forearm or muscular, whole arm and combined movements, and also with the exercises most suitable for each ; to combine the *elements* so as to form the letters correctly ; to analyze the letters ; to combine letters so as to form words, paying attention to slant, spacing, height, shading, etc. ; to classify letters according to their formation ; to write fair ordinary script, and also headings of accounts, invoices, etc.

It should be the aim to secure free movement from the first. As there is a tendency on the part of the pupils to use the fingers far too much, the teacher will do well to insist on the practice of the muscular movement.

Book-keeping and Commercial Transactions.

The nature and object of book-keeping ; opening, conducting, and closing accounts, as cash, merchandise, personal and incidental accounts ; to work easy exercises and sets, using only one "book of accounts" ; to distinguish between the two great classes of accounts ; to work out sets, using the day-book, journal and ledger ; to take off a trial balance and correct errors ; to make out a statement of resources and liabilities and also of losses and gains ; to make out a balance sheet ; to work out sets by single entry ; to change from single to double entry and *vice versa* ; to be familiar with the different kinds of commercial paper—bills, invoices, receipts, orders, due bills, credit notes, checks, promissory notes, chattel notes, accommodation notes, drafts, bills of exchange ; the endorsement of notes, checks, etc. ; the nature and use of auxilliary books—cash book, bill book, sales book, invoice book, inventory book, bank book, check book ; entries for renewing and discounting notes, cross entries, writing off bad debts ; the nature and use of the journal, day book, special column journal, special column cash book, petty cash book, petty ledger, private ledger ; single and joint shipments, commission sales book, shipment invoices, and account sales ; partnership—to open, conduct and close a set of books, branch houses, manufacturing, dealings with banks ; correspondence—business letters, telegrams, advertisements, circulars, etc.

Précis Writing.

To condense correspondence or official documents so as to give what is really important in clear concise language, so methodically arranged that a person who has not time to read the originals may acquaint himself readily with all that is really essential in them. The merit of such a *Précis* consists in its brevity, completeness, clearness, and judicious arrangement.

Indexing.

To show how letters, bills, accounts, etc., should be arranged and indexed so as to be easily referred to.

On and after July, 1888, the examination in the Commercial Course, as well as in Drawing and Reading, will be as difficult as it has hitherto been for Second Class certificates. In drawing the authorized Drawing books indicate the course fully.

List of Subjects and Number of Papers to be set at the Third Class, Second Class, and First Class C Non-Professional Examinations.

1. *Examination for Third Class Certificates.*

(*Papers to be set by the Central Committee.*)

| | |
|--|--|
| *Reading and Orthöepy | One paper. |
| English Grammar | " |
| Composition and Prose Literature | " |
| Poetical Literature | " |
| History and Geography | " |
| Arithmetic and Mensuration | " |
| Algebra | " |
| Commercial Course | Two papers. |
| Drawing | One paper. |
| Physics | " |
| Botany | " |
| Latin | } Two papers—one on Authors and one on Composition and Grammar. |
| French | |
| German | " " " |

The Senate of the University at the meeting mentioned adopted the following Schedule of subjects and papers:

2. *Second Class or Pass Matriculation Examination.*

| | |
|--|------------|
| English Grammar | One paper. |
| English Composition and Prose Literature | " |
| Poetical Literature | " |
| History and Geography | " |
| Arithmetic | " |
| Algebra | " |
| Geometry | " |

*An oral examination will also be held in Reading.

| | |
|---------------------------------------|--|
| Physics | One paper. |
| Chemistry | " |
| *Biology (only Botany for 1888) | " |
| Latin..... | { Two papers—one on Authors and one on Composition and Grammar. " " " " " " |
| French..... | |
| German | |
| | |

3. First C or Honor Examination for Matriculation.

| | |
|---|---|
| English Grammar and Philology | One paper. |
| English Composition and Prose Literature. | { One paper (The same as for pass, with a few more difficult questions for honors and First C.) |
| Poetical Literature..... | |
| History and Geography..... | One paper. |
| Algebra | " |
| Geometry | " |
| Trigonometry | " |
| Chemistry | " |
| *Biology (only Botany for 1888) | " |
| Greek | One paper on Authors. |
| Latin..... | { Two papers—one on Authors and one on Composition. |
| Latin and Greek | |
| French | One paper on Greek and Latin Grammar. |
| German | { Two papers—one on Authors and one on Composition and Grammar. " " " |
| | |

*After 1888 there will be two papers on Biology—one on Botany and one on Zoology and Biology,

TORONTO, November, 1887.

4.—CONFIRMATION OF BY-LAWS.

The following is a list of the By-Laws confirmed during 1887.

| Municipality Passing By-law. | Date of Application to confirm. | School Corporation affected. | Other Municipalities concerned. | How Disposed. |
|---|---------------------------------|--------------------------------|------------------------------------|--------------------------|
| Township of Barton, By-law No. 234. | April 23rd, 1887 | Union School Section Number 5. | Ancaster | Confirmed 9th May 1887. |
| Township of Ancaster, By-law No. 330. | do | do | Barton | do |
| Township of Tilbury West, By-law No. 227. | March 25th, 1887 | Sections Nos. 6 & 9. | Sections Nos. 2 & 5, Tilbury East. | Confirmed June 1st 1887. |
| Township of Tilbury East. | April 15th, 1887 | Sections Nos. 2 & 5. | Sections Nos. 6 & 9, Tilbury West. | do |

APPENDIX C.—PROVINCIAL NORMAL AND MODEL SCHOOLS.

1.—TORONTO NORMAL SCHOOL.

1. *Staff of Toronto Normal School, 1887.*

| | |
|-----------------------------|-------------------------------------|
| Thomas Kirkland, M.A. | Principal. |
| James Carlyle, M.D. | Mathematical Master. |
| J. H. McFaul. | Drawing Master, and in Model School |
| S. H. Preston. | Music " " |
| Miss Natalie Gillmayr. | French Teacher. |
| Sergt. T. Parr. | Drill and Calisthenics " |

2. *Students in Toronto Normal School, 1887.*

| | ADMITTED. | |
|----------------------|-----------|---------|
| | Male. | Female. |
| First Session. | 32 | 88 |
| Second Session. | 33 | 90 |
| Total. | 65 | 178 |

2.—OTTAWA NORMAL SCHOOL.

1. *Staff of Ottawa Normal School, 1887.*

| | |
|------------------------------|---|
| John A. MacCabe, M.A. | Principal. |
| Geo. Baptie, M.A., M.B. | Science Master. |
| Wm. Scott, B.A. | Mathematical Master. |
| R. H. Whale. | Drawing Master, and in Model School. |
| W. G. Workman. | Music " " " |
| J. A. Guignard. | French Teacher |
| E. B. Cope. | Clerk and Accountant, also Drill and Calisthenics Master, and in Model School. |

2. *Students in Ottawa Normal School, 1887.*

| | ADMITTED. | |
|----------------------|-----------|---------|
| | Male. | Female. |
| First Session | 26 | 72 |
| Second Session | 50 | 50 |
| Total | 76 | 122 |

3.—TORONTO MODEL SCHOOL.

1. *Staff of Toronto Model School, 1887.*

| | | | |
|----------------------------|-------------------------------------|---|---|
| Angus McIntosh..... | Head Master, Boys' Model School. | | |
| R. W. Murray..... | First Assistant, | " | " |
| Arthur H. Sinclair..... | Second | " | " |
| Miss Hattie McLellan | Third | " | " |
| " Margaret T. Scott..... | Head Mistress, Girls' Model School. | | |
| " K. F. Hagarty..... | First Assistant, | " | " |
| " M. Meehan | Second | " | " |
| " May Caulfield | Third | " | " |
| " C. M. Hart..... | Kindergarten Teacher. | | |

2. *Number of Pupils in 1887.*

| | | |
|-------------------|------------------|-----------------------|
| Boys, 186 | Girls, 180. | Total, 366. |
| Kindergarten..... | Boys, 42. | Girls, 24. Total, 66. |

4.—OTTAWA MODEL SCHOOL.

1. *Staff of Ottawa Model School, 1887.*

| | | | |
|--------------------------|----------------------------------|---|---|
| Edwin D. Parlow..... | Head Master, Boys' Model School. | | |
| Thomas Swift | First Assistant | " | " |
| R. H. Cowley..... | Second | " | " |
| Miss M. P. Thomson | Third | " | " |

| | | | |
|----------------------------|-------------------------------------|---|---|
| Miss Adeline Shenick | Head Mistress, Girls' Model School. | | |
| " Mary G. Joyce..... | First Assistant | " | " |
| " Margaret A. Mills | Second | " | " |
| " M. E. Butterworth..... | Third | " | " |
| " E. Bolton..... | Kindergarten Teacher | | |

Number of Pupils in 1887.

| | | |
|--------------------|------------------|-----------------|
| Boys, 174. | Girls, 159. | Total, 333. |
| Kindergarten | Boys, 34. | Girls, 24. |
| | | Total, 58. |

APPENDIX D.

SCHEDULE A.—STATISTICS

| NAME OF MODEL SCHOOL | No. of Students on Roll. | | Males. | Females. | Average Age, Males. | Average Age, Females. | No. that withdrew during term. | No. that passed Final Examination. | Males. | Females. | No. that failed. | Was Vocal Music taught? | Was Drill taught? | No. of Lectures on Education. | No. of Lectures on School Law. | No. of Lectures on Temperance and Hygiene. | No. of Lessons taught by each | |
|----------------------------|--------------------------|-------|--------|--------------------------------|---------------------|-----------------------|--------------------------------|------------------------------------|--------|----------|------------------|-------------------------|-------------------|-------------------------------|--------------------------------|--|-------------------------------|-------|
| | | | | | | | | | | | | | | | | | | |
| 1 Barrie..... | 29 | 18 | 11 | 19 ³ / ₄ | Yrs. | Yrs. | 199-10 | ..... | 29 | 18 | 11 | ..... | yes | yes | 30 | 12 | 6 | 6 |
| 2 Beamsville..... | 9 | 3 | 6 | 19 | ..... | ..... | ..... | ..... | 8 | 3 | 5 | 1 | “ | “ | 21 | 6 | 10 | 10 |
| 3 Berlin..... | 19 | 13 | 6 | 18 ³ / ₄ | ..... | ..... | ..... | ..... | 17 | 13 | 4 | 2 | “ | “ | 72 | 5 | 10 | 10 |
| 4 Bracebridge..... | 27 | 7 | 20 | 20 | ..... | ..... | ..... | ..... | 27 | 7 | 20 | ..... | “ | “ | 23 | 12 | 35 | 35 |
| 5 Bradford..... | 28 | 17 | 11 | 20 | ..... | ..... | ..... | ..... | 26 | 15 | 11 | 2 | “ | “ | 48 | 12 | 24 | 24 |
| 6 Brampton..... | 13 | 6 | 7 | 18 5-6 | ..... | ..... | 18 4-7 | ..... | 11 | 6 | 5 | 2 | “ | “ | 41 | 8 | 20 | 20 |
| 7 Brantford..... | 20 | 8 | 12 | ..... | ..... | ..... | ..... | 1 | 16 | 7 | 9 | 3 | “ | “ | 52 | 17 | 31 | 31 |
| 8 Caledonia..... | 20 | 8 | 12 | 19 | ..... | ..... | ..... | ..... | 20 | 8 | 12 | ..... | “ | “ | 60 | 60 | 60 | 60 |
| 9 Chatham..... | 47 | 16 | 31 | 19 | ..... | ..... | ..... | 4 | 35 | 12 | 23 | 8 | “ | “ | 65 | 13 | 13 | 13 |
| 10 Clinton..... | 37 | 17 | 20 | 18 2-5 | ..... | ..... | ..... | ..... | 33 | 14 | 19 | 4 | “ | “ | 50 | 10 | 18 | 18 |
| 11 Cobourg..... | 32 | 16 | 16 | 18 ¹ / ₂ | ..... | ..... | ..... | ..... | 31 | 15 | 16 | 1 | “ | “ | 50 | 20 | 20 | 20 |
| 12 Cornwall..... | 17 | 4 | 13 | 19 ¹ / ₂ | ..... | ..... | ..... | 1 | 16 | 3 | 13 | ..... | “ | “ | 30 | 12 | 20 | 20 |
| 13 Durham..... | 20 | 9 | 11 | 19 | ..... | ..... | ..... | ..... | 20 | 9 | 11 | ..... | “ | “ | 90 | 8 | 20 | 20 |
| 14 Elora..... | 36 | 20 | 16 | 19 | ..... | ..... | ..... | 2 | 34 | 19 | 15 | ..... | “ | “ | 62 | 33 | 60 | 60 |
| 15 Farmersville..... | 33 | 13 | 20 | 18 | ..... | ..... | ..... | ..... | 33 | 13 | 20 | ..... | “ | no | 84 | 4 | 12 | 12 |
| 16 Forest..... | 23 | 6 | 17 | 18 | ..... | ..... | ..... | ..... | 16 | 4 | 12 | 7 | “ | yes | 54 | 12 | 30 | 30 |
| 17 Galt..... | 16 | 4 | 12 | 21 ³ / ₄ | ..... | ..... | ..... | ..... | 14 | 4 | 10 | 2 | “ | “ | 50 | 8 | 14 | 14 |
| 18 Goderich..... | 31 | 14 | 17 | 19 | ..... | ..... | ..... | ..... | 28 | 13 | 15 | 3 | “ | “ | 64 | 11 | 16 | 16 |
| 19 Hamilton..... | 37 | 4 | 33 | 19 | ..... | ..... | ..... | ..... | 37 | 4 | 33 | ..... | “ | “ | 150 | 50 | 50 | 50 |
| 20 Ingersoll..... | 21 | 14 | 7 | 19 | ..... | ..... | ..... | ..... | 21 | 14 | 7 | ..... | “ | “ | 25 | 5 | 16 | 16 |
| 21 Kincardine..... | 33 | 20 | 13 | 18 ³ / ₄ | ..... | ..... | 18 ³ / ₄ | ..... | 28 | 18 | 10 | 3 | no | no | 42 | 5 | 10 | 10 |
| 22 Kingston..... | 27 | 5 | 22 | 20 | ..... | ..... | ..... | ..... | 27 | 5 | 22 | ..... | yes | yes | 60 | 10 | 20 | 20 |
| 23 Lindsay..... | 36 | 13 | 23 | 18 ¹ / ₂ | ..... | ..... | ..... | ..... | 33 | 12 | 21 | 3 | “ | “ | 25 | 5 | 10 | 10 |
| 24 London..... | 30 | 7 | 23 | 19 | ..... | ..... | ..... | ..... | 27 | 4 | 23 | 3 | “ | “ | 100 | 6 | 6 | 6 |
| 25 Madoc..... | 50 | 10 | 40 | 19 | ..... | ..... | ..... | ..... | 49 | 10 | 39 | 1 | “ | “ | 42 | 20 | 26 | 26 |
| 26 Martintown..... | 11 | 1 | 10 | 19 | ..... | ..... | ..... | ..... | 11 | 1 | 10 | ..... | “ | “ | 45 | 20 | 25 | 25 |
| 27 Meaford..... | 16 | 6 | 10 | 20 | ..... | ..... | ..... | ..... | 16 | 6 | 10 | ..... | “ | “ | 30 | 15 | 25 | 25 |
| 28 Milton..... | 14 | 7 | 7 | 19 | ..... | ..... | ..... | ..... | 12 | 7 | 5 | 2 | “ | “ | 98 | 15 | 43 | 43 |
| 29 Mitchell..... | 21 | 12 | 9 | ..... | ..... | ..... | ..... | ..... | 20 | 12 | 8 | ..... | “ | “ | 51 | 13 | 14 | 14 |
| 30 Morrisburgh..... | 21 | 11 | 10 | ..... | ..... | ..... | ..... | ..... | 21 | 11 | 10 | ..... | “ | no | 80 | 20 | 22 | 22 |
| 31 Mount Forest..... | 40 | 21 | 19 | 19 | ..... | ..... | ..... | ..... | 39 | 21 | 18 | 1 | “ | yes | 30 | 8 | 15 | 15 |
| 32 Napanee..... | 24 | 13 | 11 | 18 ² / ₃ | ..... | ..... | ..... | ..... | 24 | 13 | 11 | ..... | “ | “ | 20 | 4 | 10 | 10 |
| 33 Newmarket..... | 18 | 5 | 13 | 19 | ..... | ..... | ..... | ..... | 16 | 3 | 13 | 2 | “ | “ | 60 | 10 | 10 | 10 |
| 34 Norwood..... | 17 | 4 | 13 | 20 | ..... | ..... | ..... | ..... | 16 | 3 | 13 | ..... | no | “ | 50 | 10 | 50 | 50 |
| 35 Orangeville..... | 20 | 8 | 12 | 18 | ..... | ..... | ..... | ..... | 20 | 8 | 12 | ..... | yes | “ | 60 | 10 | 15 | 15 |
| 36 Owen Sound..... | 28 | 12 | 16 | 19 | ..... | ..... | ..... | ..... | 28 | 12 | 16 | ..... | “ | “ | 45 | 12 | 20 | 20 |
| 37 Parkdale..... | 38 | 14 | 24 | 19 | ..... | ..... | ..... | ..... | 38 | 14 | 24 | ..... | “ | “ | 55 | 25 | 48 | 48 |
| 38 Perth..... | 42 | 15 | 27 | 19 | ..... | ..... | ..... | ..... | 38 | 14 | 24 | 4 | “ | “ | 44 | 6 | 14 | 14 |
| 39 Picton..... | 32 | 15 | 17 | 18 ¹ / ₂ | ..... | ..... | ..... | ..... | 31 | 14 | 17 | 1 | “ | “ | 40 | 5 | 40 | 40 |
| 40 Port Hope..... | 23 | 10 | 13 | 18 ¹ / ₂ | ..... | ..... | ..... | ..... | 21 | 9 | 12 | 2 | “ | “ | 52 | 13 | 26 | 26 |
| 41 Port Perry..... | 23 | 15 | 8 | 19 | ..... | ..... | ..... | ..... | 23 | 15 | 8 | ..... | “ | “ | 65 | 13 | 26 | 26 |
| 42 Prescott..... | 54 | 20 | 14 | 18 ² / ₃ | ..... | ..... | ..... | ..... | 34 | 20 | 14 | ..... | “ | “ | 72 | 16 | 48 | 48 |
| 43 Renfrew..... | 41 | 16 | 25 | 19 | ..... | ..... | ..... | ..... | 41 | 16 | 25 | ..... | “ | “ | 25 | 8 | 12 | 12 |
| 44 St. Thomas..... | 38 | 18 | 20 | 18 ¹ / ₂ | ..... | ..... | ..... | ..... | 30 | 11 | 19 | 8 | “ | “ | 40 | 7 | 10 | 10 |
| 45 Sarnia..... | 27 | 11 | 16 | 19 | ..... | ..... | ..... | ..... | 22 | 8 | 14 | 5 | “ | “ | 78 | 17 | 50 | 50 |
| 46 Simcoe..... | 46 | 15 | 31 | 18 2-5 | ..... | ..... | ..... | ..... | 46 | 15 | 31 | ..... | “ | “ | 100 | 20 | 40 | 40 |
| 47 Stratford..... | 42 | 19 | 23 | 20 ¹ / ₂ | ..... | ..... | ..... | ..... | 32 | 13 | 19 | 8 | “ | no | 50 | 4 | 18 | 18 |
| 48 Strathroy..... | 40 | 20 | 20 | 19 | ..... | ..... | ..... | ..... | 28 | 15 | 13 | 12 | “ | yes | 55 | 8 | 20 | 20 |
| 49 Toronto..... | 12 | ..... | 12 | ..... | ..... | ..... | ..... | ..... | 12 | ..... | 12 | ..... | “ | “ | 90 | 6 | 20 | 20 |
| 50 Vankleekhill..... | 20 | 10 | 10 | 18 ³ / ₄ | ..... | ..... | ..... | ..... | 19 | 9 | 10 | 1 | “ | “ | 60 | 10 | 35 | 35 |
| 51 Walkerton..... | 29 | 10 | 19 | 19 | ..... | ..... | ..... | ..... | 25 | 7 | 18 | 4 | “ | “ | 47 | 7 | 25 | 25 |
| 52 Welland..... | 13 | 4 | 9 | 19 ¹ / ₂ | ..... | ..... | ..... | ..... | 13 | 4 | 9 | ..... | “ | “ | ..... | ..... | ..... | ..... |
| 53 Whitby..... | 23 | 14 | 9 | 19 | ..... | ..... | ..... | ..... | 22 | 14 | 8 | ..... | “ | “ | 60 | 25 | 35 | 35 |
| 54 Windsor..... | 19 | 5 | 14 | ..... | ..... | ..... | ..... | ..... | 17 | 5 | 12 | 2 | “ | “ | 100 | 30 | 20 | 20 |
| 55 Woodstock..... | 28 | 13 | 15 | 20 | ..... | ..... | ..... | ..... | 24 | 13 | 11 | 4 | “ | no | 25 | 6 | 10 | 10 |
| Total..... | 1491 | 616 | 875 | ..... | ..... | ..... | ..... | ..... | 1513 | 563 | 812 | 101 | ..... | ..... | ..... | ..... | ..... | ..... |

COUNTY MODEL SCHOOLS.

COUNTY MODEL SCHOOLS, 1887.

| No. of Departments used. | Time given daily by Principal to Lectures, Criticisms, &c | Was an Assistant provided ? | To what extent was Principal relieved each day ? | Amount received from Muni- cipal Grant. | | | | Is this room in school building. | No. of Assistants with required qualifications. | No. of Students under age, (males 18, females 17.) | NAME OF PRINCIPAL. | |
|-----------------------------|--|-----------------------------|---|--|-------|-------|-------|----------------------------------|--|---|--------------------------|-------------------------|
| | | | | \$ | \$ | \$ | \$ | | | | Males. | Females. |
| 10 | all day | yes | all day | 150 | 145 | 150 | 150 | yes | yes | 10 | ..... | J. Winterborn. |
| 3 | 2 hours | " | 2 hours | 250 | 45 | 300 | 100 | " | " | 3 | 1 | 1 A. E. Caverhill. |
| 5 | all day | " | all day | 150 | 95 | 150 | 150 | " | " | 7 | 6 | 2 J. Suddaby. |
| 10 | " | " | " | 75 | ..... | 25 | 150 | " | " | 1 | 2 | 2 G. H. Thomas. |
| 4 | 3 hours | " | " | 150 | 140 | ..... | 100 | " | " | 3 | 2 | 1 J. Day. |
| 4 | all day | " | " | 250 | 65 | 250 | ..... | " | " | 4 | 1 | 1 H. Morton. |
| 12 | 5 hours | " | 3 hours | 150 | 100 | 175 | ..... | " | " | 12 | 1 | 1 W. Wilkinson. |
| 4 | all day | " | all day | 150 | 100 | ..... | 125 | " | " | 4 | 1 | 1 J. Rowat. |
| 13 | 2 hours | " | 1 hour | 150 | ..... | 50 | 200 | " | no | 5 | 1 | 1 G. B. Kirk. |
| 8 | 5½ hours | " | ¾ a day | 150 | 185 | ..... | 90 | " | " | 8 | 8 | 5 W. R. Lough. |
| 10 | 3½ hours | " | 3 hours | 150 | 160 | ..... | ..... | " | yes | 6 | 1 | 1 A. Barber. |
| 6 | 3 hours | " | 3 hours | 150 | 85 | 85 | 50 | " | " | 3 | 3 | 3 P. Talbot. |
| 4 | all day | " | all day | 150 | 100 | ..... | 130 | " | no | 4 | 1 | 1 A. Wherry. |
| 4 | " | " | " | 150 | 180 | ..... | 140 | " | yes | 3 | 5 | 4 1 A. Petrie. |
| 3 | " | " | " | 150 | 165 | ..... | 125 | " | " | 3 | 5 | 5 T. M. Porter. |
| 5 | " | " | " | 200 | 115 | ..... | 130 | " | no | 5 | 4 | 1 3 C. S. Falconer. |
| 7 | ½ a day | " | ½ a day | 150 | 80 | ..... | 100 | " | yes | 5 | ..... | ..... R. Alexander. |
| 7 | all day | " | all day | 150 | 155 | ..... | 125 | " | " | 6 | 5 | 3 2 A. Embury. |
| 18 | " | " | " | 150 | 185 | 200 | 900 | " | " | 18 | 2 | 2 G. W. Johnstop. |
| 14 | " | " | " | 150 | 105 | ..... | 140 | " | " | 7 | ..... | ..... H. F. McDiarmid. |
| 10 | " | " | " | 150 | 165 | ..... | 130 | " | " | 9 | ..... | ..... F. C. Powell. |
| 7 | " | " | " | 150 | 135 | ..... | 120 | " | " | 7 | 1 | 1 R. K. Row. |
| 13 | " | " | " | 150 | 180 | ..... | ..... | " | " | 10 | 2 | 1 1 J. McLaughlin. |
| 4 | ½ a day | " | ½ a day | 150 | ..... | ..... | ..... | " | " | 3 | ..... | ..... W. T. Carson. |
| 5 | all day | " | all day | 250 | 250 | ..... | 140 | " | " | 5 | 2 | 2 D. Marshall. |
| 3 | " | " | " | 150 | 55 | ..... | 112 | " | " | 2 | 1 | 1 A. Kennedy. |
| 5 | ½ a day | " | ½ a day | 150 | 80 | 25 | 104 | " | no | 2 | 1 | 1 H. H. Burgess. |
| 6 | all day | " | all day | 150 | 70 | 50 | 120 | " | yes | 3 | 1 | 1 H. Gray. |
| 8 | " | " | " | 150 | 105 | ..... | 130 | " | " | 4 | ..... | ..... S. Nethercott. |
| 7 | " | " | " | 150 | 105 | ..... | 150 | " | " | 4 | ..... | ..... G. E. Broderick. |
| 8 | " | " | " | 150 | 200 | 100 | 120 | " | " | 3 | 2 | 2 S. B. Westervelt. |
| 6 | " | " | " | 200 | 120 | ..... | 200 | " | " | 4 | 5 | 4 1 J. Bowerman. |
| 5 | 3 hours | " | " | 175 | 90 | 100 | 100 | " | " | 4 | 1 | 1 W. Rannie. |
| 4 | 3 hours | " | 3 hours | 150 | 85 | 135 | 120 | " | " | 4 | 2 | 1 1 A. Hutchison. |
| 10 | all day | " | all day | 150 | 100 | ..... | 100 | " | " | 9 | 5 | 3 2 M. N. Armstrong. |
| 7 | " | " | " | 150 | 140 | ..... | ..... | " | " | 3 | ..... | ..... T. Frazer. |
| 12 | " | " | " | 175 | 190 | ..... | 175 | " | " | 8 | 6 | 4 2 J. A. Wismer. |
| 9 | " | " | " | 150 | ..... | ..... | 125 | " | " | 9 | ..... | ..... M. M. Jaques. |
| 8 | " | " | " | 150 | 160 | ..... | 126 | " | " | 5 | 7 | 6 1 R. F. Greenlees. |
| 12 | " | " | " | 150 | 115 | 100 | ..... | " | " | 7 | 3 | 3 F. Wood. |
| 5 | 3 hours | " | 3 hours | 150 | 115 | 200 | 100 | " | " | 3 | 2 | 1 1 A. M. Rae. |
| 6 | all day | " | all day | 150 | 170 | 200 | 130 | " | " | 6 | 4 | 3 1 C. McPherson. |
| 5 | ½ a day | " | ½ a day | 150 | 205 | ..... | 100 | " | " | 3 | ..... | ..... W. H. Harlton. |
| 8 | all day | " | all day | 150 | ..... | ..... | 125 | " | " | 6 | ..... | ..... N. M. Campbell. |
| 9 | 3 hours | " | ¾ a day | 200 | 135 | ..... | 100 | " | " | 6 | 3 | 2 1 A. Wark. |
| 7 | all day | " | all day | 150 | 230 | ..... | 200 | " | no | 4 | 5 | 3 2 T. O. Steele. |
| 17 | " | " | " | 150 | 210 | ..... | 125 | " | yes | 15 | 4 | 2 2 J. R. Stuart. |
| 9 | ½ a day | " | ½ a day | 150 | 200 | ..... | 100 | " | " | 8 | 3 | 1 2 Thos. Dunsmore. |
| 10 | " | " | " | 150 | ..... | ..... | ..... | " | " | 16 | ..... | ..... R. W. Doan. |
| 3 | all day | " | all day | 150 | 100 | ..... | 125 | " | " | 3 | 4 | 4 L. K. Fallis. |
| 7 | " | " | " | 150 | 145 | 25 | 130 | " | " | 4 | ..... | ..... W. R. Telford. |
| 4 | 3 hours | " | 3 hours | 150 | 65 | ..... | 84 | " | no | 4 | ..... | ..... J. W. Garvin. |
| 4 | all day | " | all day | 150 | 115 | 200 | 130 | " | yes | 3 | 2 | 1 1 J. Brown. |
| 7 | " | " | " | 150 | 95 | 100 | 150 | " | " | 7 | ..... | ..... J. Duncan. |
| 12 | " | " | " | 150 | 140 | ..... | 150 | " | " | 12 | ..... | ..... G. VanSlyke. |

COUNTY MODEL SCHOOLS.

Report of J. J. Tilley, Esq., Inspector.

Additional Model Schools.—Two additional Model Schools were opened during the year, one in Elora for South Wellington, and one in Meaford for East Grey. No provision has yet been made for training teachers in Algoma, Parry Sound or Haliburton. Model Schools should be established in Sault Ste. Marie and in the town of Parry Sound as the Public Schools in these places are quite large enough for the purpose, and special arrangements should be made to furnish training for the teachers in the County of Haliburton. The Public School in the Village of Minden could be used for this purpose.

Separate Rooms.—Separate rooms are now provided for all Model Schools, and with seven exceptions, they are in the school buildings. Masters and students are placed at a great disadvantage when the room used for Model School work is in a separate building. In some cases also the room is too small.

Relief of Principal.—Assistants for the relief of Principals were provided in all the schools, and in thirty-eight cases, an increase of seven over any previous year—these assistants were engaged for the whole day, throughout the term.

Change of Principals.—In looking over the list of Principals of Model Schools, we find there have been but eleven changes in two years, six in 1887 and five in 1886.

Complaints against Model Schools.—For several years after Model Schools had been established, trustees and parents claimed that the Public Schools were disturbed and the progress of the pupils retarded by the students-in-training taking the place of the regular teachers. There was undoubtedly too much cause for these complaints; for, as the Principal was required to teach a division during the whole or the greater part of the day, he was obliged to set the students at work in the different classes at the beginning of the term, and they, having received no training, and having no experience, necessarily disturbed the regular work of the school. But as provision for the relief of Principals has now been made, and as four or five weeks can be spent in training the students before they take charge of classes in the divisions, this defect in our Model Schools has been reduced to a minimum, and the charge that Model Schools are injurious to the schools in which they are established, is now rarely heard; on the contrary Principals very generally express the belief that the Public School is benefited rather than injured by the Model School.

Age of Students.—The annexed table of statistics shows that the teachers going out from County Model Schools are quite young. The average age was but little above the minimum required by law—males, eighteen years, and females, seventeen years. The average age of males was below twenty-one years in all the schools except one, and in fifty-three schools out of fifty-five the average age of females was below twenty years. We also find that 112 candidates whose ages were under the prescribed limit were admitted for training; these will not receive certificates until they attain the required age.

Receipts.—A fee of \$5 was charged in all the schools except six, and in eight cases County Councils supplemented the municipal grant of \$150 required by law. The Model Schools at Beamsville, Brampton and Madoc received \$250 each; those at Forest, Sarnia and Napanee, \$200 each; and the Newmarket and Parkdale schools, \$175. This reflects credit upon the counties, and proves that their Model Schools are appreciated.

Music and Drill.—Music was taught in all the schools except two, and drawing in all except five. This prompt compliance with the regulation issued but a short time before the reopening of the schools is very creditable to Boards of Trustees, and shows a willingness on their part to make their schools as efficient as possible. The introduction of music into the Model School has in several cases led to its introduction into the Public School, a commendable feature of the movement.

Work done in Model Schools.—The praise bestowed upon County Model Schools by so many Public School Inspectors in their general reports, published in the Annual Reports of the Minister of Education, proves conclusively that good work is done in these schools. The contention, however, of Mr. Smirle, Inspector of the County of Carleton, that candidates do not receive sufficient insight into the "organization, classifica-

cation and practical working of the country school," is, I think, well founded. In some schools, especially in Woodstock and St. Thomas, a good deal of attention is given to this subject. An ungraded school is formed in the Model School room by bringing in forty or fifty pupils from the different classes; the Principal then, in the presence of the students, proceeds to examine, classify, and organize the school, and thus shows how similar work should be done in rural schools. The students also are required to do the same work several times during the session, under the guidance of the Principal. This should be done in every Model School, but unfortunately, in several cases, the separate room is too small to seat the number of pupils required. A short course of lectures on the principles of education was delivered in several schools, and the students thereby obtained considerable insight into the order of development of the mental faculties, and into the laws which influence and govern their actions. This important work should receive due attention in all training schools.

Management.—The system of school management by which the Principal is relieved from all class teaching during the year, was recently adopted in Lindsay and Woodstock, and is, I believe, about to be adopted in Owen Sound. The Public Schools in Port Hope have been managed in this way for several years, and the results have been most satisfactory. Under this system, uniformity in methods of teaching can be secured in all the divisions, the Principal can give his undivided attention to Model School work during the term, and the senior division is spared the confusion which necessarily results from a change of teachers each second half year. On account of the very great advantage which Model Schools would derive from this system of management, I think an additional grant should be given to all schools in which it is adopted.

Attendance.—The attendance continues to increase year by year, as the following figures show :—

| | 1883. | 1884. | 1885. | 1886. | 1887. |
|----------------------------------|-------|-------|-------|-------|-------|
| Number of students in attendance | 820 | 1117 | 1305 | 1468 | 1491 |
| Number passed by County Boards | 791 | 1017 | 1203 | 1376 | 1375 |

The attendance has risen from 820 in 1883 to 1491 in 1887, an increase of 671 in four years, and the number of III. Class certificates granted during the same period has increased from 791 to 1375. The average length of time during which teachers remain in the profession has been found to be about seven years, and as 7,218 teachers were employed in our Public Schools in 1885, it follows that about 1,000 teachers are required each year to fill the places of those who withdraw. We find, however, that during the past three years the number of young teachers sent out from the County Model Schools was 3954, to which we must add at least 450 licensed to teach in the districts where no Model Schools are established. These figures give us a supply of 4404 for three years to the meet a demand of about 3,000, or an average yearly surplus of 468. In other words, number of teachers licensed year by year is greater by about 47 per cent. than the number required to provide for the annual withdrawals. This is a most serious matter, and one which may well engage the attention of all interested in the cause of education. This excess of supply over demand increases the competition for schools, and necessarily reduces the salaries of teachers. The reports for 1883, 1884 and 1885 show this very clearly. The amount paid Public School Teachers in the counties of Ontario during 1884 exceeded the amount paid in 1883 by \$61,627, whereas the amount paid in 1885 was only \$5,165 greater than that paid in 1884, and when we consider that 133 teachers were employed in '85 more than in '84, we find there was really no increase in salaries. The amount paid in 1886 was \$22,540 greater than that paid in 1885, but this increase was wholly taken up in providing for the additional 146 teachers employed in that year at the small sum of \$155 for each. Thus we see that during the general prosperity of 1885 and 1886 teachers' salaries were virtually at a standstill, and Inspectors in various parts of the Province have told me during the past three months that the salaries at which teachers have been engaged for 1888 are much below those paid during the present year. This at first sight may seem to be in the interest of the ratepayer, but it cannot be regarded as in the interest of education. The excessive competition, with its consequent reduction of salaries, is continually forcing efficient teachers out of the profession and substituting

those who who are inexperienced in their stead. It is unfortunately in many cases the survival of the cheapest rather than the fittest. It seems useless to talk about "educating trustees up to a proper appreciation of the teacher's services," or to charge them with "penuriousness in the payment of teachers' salaries," while we continue to send out 147 teachers to fill 100 vacancies.

The teaching profession should not be made a close corporation, the avenues which lead to it, in common with those which lead to other callings in life, should be freely open to all who wish to enter, but as the object of this calling is to further a great public interest, it naturally follows that some guarantee of fitness for the work must be exacted from all who propose to undertake it. The standard of fitness has been raised from time to time in the past and will doubtless be raised in the future. In this way the interests of those now in the profession are guarded and the best interests of education advanced; and when the number of applicants for admission to the profession is so largely in excess of the demand as it is at the present time, I think the standard for admission may be raised very considerably without causing the supply to fall below the demand. This may be done by increasing the difficulty either of the non-professional or of the professional examination, or of both. The standard of the former has been raised considerably during the past ten years, yet the number of candidates has increased year by year until it amounted to 6,200 at the last examination. The non-professional training and the non-professional examinations have been engaging the major part of our attention for years. I think we may very properly allow these to rest for a time and turn our attention to the improvement of professional training. The time, labor and money expended upon the former appear to be quite out of proportion to that expended upon the latter. We require *teachers* as well as *scholars*. It is thought by some that the examinations at the close of the Model School term should be more rigid than they are at present, but the severity of these examinations must be largely determined by the work prescribed and by the amount of time allowed therefor. It would obviously be unfair to the students and to the masters to apply a test more severe than the time allowed for preparation would warrant. If we increase the former we must also increase the latter.

During my last tour of inspection I consulted over forty Principals on the length of the session, and nearly all expressed the opinion that the term is too short to allow them to produce really satisfactory results. The students gave evidence of having carefully studied the works prescribed and of having been well instructed in methods of teaching, but in too many cases they showed a lack of skill and of ease in applying those methods—the inevitable result of attempting to get over a large amount of work during a comparatively short session. I believe the time has fully come when the session should be lengthened to eight or nine months. If this were done, and Principals relieved from all class teaching, very much better results would be produced than can possibly be expected while the Principal of the school has to devote two-thirds of the year to teaching a class of children and only one-third to the training of teachers. The students also would not only go out better trained, but, on account of the additional time and labor expended by them in preparing themselves for their duties, they would be more likely to remain in the profession than they are at present. Certificates would be issued in June and young teachers would enter upon their duties after the summer vacation when the attendance is usually small, certainly a much better time for them to begin than the first of the year when the attendance is large.

The cost of what is here proposed may seem formidable, but about \$150 would meet the additional expense in every case. If each teacher were promoted to the next higher division there would be but one vacancy to be filled, and that in the lowest form. The \$150 which is now commonly paid to a teacher to relieve the Principal during the Model School term would then be saved, and this sum, with an additional \$150, would provide for an assistant for the lowest division and for an increase of say \$50 to the salary of the teacher who would take charge of the senior division. In schools where Principals have already been relieved from class teaching no change in the staff would be required and no additional expense would be incurred. If this were done, our Model Schools would enter upon a new career of usefulness, the results of which would, I feel assured, more than justify the change.

APPENDIX E.—*TEACHERS' INSTITUTES.*

I. ONTARIO TEACHERS' ASSOCIATION, 1887.

Extract from the Proceedings of Convention, held on the 9th, 10th and 11th days of August, 1887.

The Convention met on Tuesday, August 9th, 1887.

The President, Mr. H. I. Strang, in the chair.

RESOLUTIONS ADOPTED.

By the Association.

Resolved, That the attention of the Executive Committee of the Provincial Association be called to certain alleged errors and defects in the new Public School History, with the request that they bring the matter before the Minister of Education, with a view to the revising of the work making it more suitable for our schools, and that they respectfully refer it to this Association for its consideration.

Report of Committee on College Preceptors

Your Committee has heard from twenty-one conventions since the Association met last. Two conventions express no opinion, seven conventions came to a conclusion adverse to the proposal, and twelve conventions are favorable to the formation of the College of Preceptors.

It is known to your Committee that several conventions postponed expressing an opinion on account of want of time to give due consideration to this important matter. In the interest of this question there has been earnest discussion during the year; this is a self gain, and we add that the publishing of the list of members now done for the first time is calculated to exert a beneficial influence on the union of teachers. Your Committee beg to recommend to the special attention of the Association, the scheme for the College of Preceptors, as agreed upon at the meeting of professors, masters and teachers, which was held in January last, in the Canadian Institute building of this city, as containing the germ of the constitution for the College of Preceptors. That the Committee be continued, with power to add to their numbers, and be instructed to mature the scheme and report to next convention.

Report of the Committee on Spelling Reform.

Your Committee, appointed at the last meeting of this Association, "with instructions to ascertain and report what steps have been taken by Governments, Universities, Colleges, Teachers' Associations, and learned societies to secure the general introduction of a simpler and more phonetic system of spelling English words than the one at present in use," have the honor to submit the following report:—

The information given about the history of the spelling reform movement has been obtained directly by correspondence from officers of the American Spelling Reform Association, of the American Philological Association, and of the Philological Society of England. The thanks of the Committee are especially due to Mr. Melvil Dewey, the Librarian of Columbia College, New York. He is Secretary of the Spelling Reform Association, and in that capacity he has done all he could to facilitate the collection of authentic information.

The anomalous character of English spelling is due primarily and chiefly to the defective character of the English alphabet, and hardly less to a capricious manner of assigning certain letters and combinations of letters. In order to make spelling perfectly correct, that is perfectly phonetic, it would be necessary to devise a perfect alphabet, but

our spelling might be greatly improved by a more consistent use of the one we have. Both of these objects have been kept in view by spelling reformers, of whom there have been many since the author of the *Ormulum*, in the reign of King John, gave directions for the guidance of those who should undertake to copy his text. Anglo-Saxon spelling was almost perfectly phonetic, and old English through all the stages of its development retained this characteristic to a greater extent than modern English has done. In one of the publications of the Philological Society of England it is stated that though "Etymological spellings of French became common in England about the time of Caxton," nevertheless "English spelling continued to be in principle mainly phonetic, up to the seventeenth century." And Professor Skeat says in the "Introduction" to his "Specimens of English Literature A.D. 1394 to A.D. 1579":

"It is a common error to look upon the spelling of Old English as utterly lawless and unworthy of note. Because it is not *uniform*, the conclusion is at once rushed to that it cannot be of much service. No mistake could well be worse. It is frequently far better than our modern spelling, and helps to show how badly we spell now, in spite of the *uniformity* introduced by printers for the sake of convenience. Old English spelling was conducted on an intelligible principle, whereas our modern spelling exhibits no principle at all; but merely illustrates the inconvenience of separating symbols from sounds. The intelligible principle of Old English spelling is that it was intended to be *phonetic*. Bound by no particular laws, each scribe did the best he could to represent the sounds he heard, and the notion of putting in letters that were not sounded was (except in the case of final *e*) almost unknown. The very variations are of value, because they help to render more clear in each case what the sound was which the scribes were attempting to represent. But to bear in mind that the spelling was *phonetic* is to hold the clue to it."

By means of the variations referred to, Mr. A. J. Ellis, Mr. Sweet and other phonologists, have been able to exhibit, with an approximation to correctness, the manner in which English words were pronounced in the time of Chaucer and even earlier. It will not be possible for the phonologists of the future to enlighten their contemporaries in the same way with respect to the manner in which English words are pronounced in the Victorian age, for it is strictly and literally true that no man can pronounce with certainty a word he has never heard, or spell with certainty a word he has never seen. With us spelling has been largely divorced from pronunciation, and all the philologists agree in attributing this much to be regretted separation to the invention of printing, which has crystallized our spelling, while our pronunciation is left subject to the modifying influences of time and place.

The defects in English spelling have been the subject of spasmodic attempts at reform for many generations, but not till within the past few years has any systematic, sustained, and wide-spread effort been made to bring English spelling into harmony with English pronunciation, in other words, to make English spelling more phonetic, or rather to restore it to its old phonetic character. Benjamin Franklin brought to bear upon the problem his great intellect and strong common sense, but his time was too much occupied with the duties of statemanship, and meanwhile his contemporary Samuel Johnson, was laboring successfully to fix and perpetuate bad orthographical forms. Noah Webster attempted in his dictionary to banish some anomalies, but he was uncritical in his knowledge, and scholars declined to follow his guidance, while very few of his suggestions commended themselves to the masses even in America.

The modern spelling reform movement really began with the labors of Mr. A. J. Ellis, who is still facile *princeps* amongst English phonologists, and of Mr. Isaac Pitman the well-known inventor of a phonographic short-hand alphabet which in a more or less modified form is used by nearly all stenographic writers of the English language. Each of these men constructed an enlarged and improved English alphabet, and their example has been followed by dozens of other phonologists, the latest being the one used to indicate the pronunciation of words in the "New English Dictionary" now in process of production under the editorship of Dr. J. A. H. Murray, and the auspices of the Philological Society of England. For many years the labors of Mr. Pitman as a practica

philanthropist, and of Mr. Ellis as a scholarly phonologist, did apparently very little to promote the cause of spelling reform. The philologists objected on etymological grounds to proposed changes in the forms of words, but at last the Philological Society was induced in 1869 to investigate the matter. Eminent scholars, like Professors Max-Mueller, Skeat, and Sayce, Mr. Sweet, Dr. Morris, Dr. Earle, Dr. Murray and Dr. Angus, warmly espoused the cause. Committees were appointed from time to time with instructions to prepare schemes, only to find them declined alike by the society and the public. Meanwhile the question of spelling reform was taken up seriously and enthusiastically in the United States, and, encouraged by the success of the American philologists, the Philological Society in 1880 resumed consideration of the subject, and in the following year published a pamphlet, entitled "Partial Corrections of English spellings approved of by the Philological Society." This little treatise is a most valuable contribution to the literature of spelling reform, as it deals not merely with the general scientific principles on which reform should proceed, but gives a detailed phonological and etymological account of the proposed changes, and adds a list of about 300 special words, the improved forms of which are recommended for immediate introduction.

The American Philological Association took up the question of spelling reform in 1874, and in the following year a committee was appointed with instructions to report on the whole subject, and to prepare and print for general circulation a list of words "in which the spelling might be changed by dropping silent letters and otherwise, so as to make them better conform to the analogies of the language and draw them nearer to our sister languages and to a general alphabet, and yet leave them recognizable by common readers." The report presented by this committee in 1876 is so complete a statement of the case for spelling reform and is at the same time so brief, that it seems expedient to quote it in its entirety :

1. The true and sole office of alphabetic writing is faithfully and intelligibly to represent spoken speech. So-called "historical" orthography is only a concession to the weakness of prejudice.

2. The ideal of an alphabet is that every sound should have its own unvarying sign, and every sign its own unvarying sound.

3. An alphabet intended for use by a vast community need not attempt an exhaustive analysis of the elements of utterance, and a representation of the nicest varieties of articulation ; it may well leave room for the unavoidable play of individual and local pronunciation.

4. An ideal alphabet would seek to adopt for its characters forms which should suggest the sound signified, and of which the resemblances should in some measure represent the similarities of the sounds. But for general practical use there is no advantage in a system which aims to depict in detail the physical processes of utterance.

5. No language has ever had, or is likely to have, a perfect alphabet ; and in changing and amending the mode of writing of a language already long written, regard must necessarily be had to what is practically possible quite as much as to what is inherently desirable.

6. To prepare the way for such a change, the first step is to break down, by the combined influence of enlightened scholars and of practical educators, the immense and stubborn prejudice which regards the established modes of spelling almost as constituting the language, as having a sacred character, as in themselves preferable to others. All agitation and all definite proposals of reform are to be welcomed so far as they work in this direction.

7. An altered orthography will be unavoidably offensive to those who are first called upon to use it ; but any sensible and consistent new system will rapidly win the hearty preference of the mass of writers.

8. The Roman alphabet is so widely and firmly established in use among the leading civilized nations that it cannot be displaced ; in adapting it to improved use for English, the efforts of scholars should be directed towards its use with uniformity and in conformity with other nations.

This statement of principles was unanimously adopted by the association, and the committee was reappointed for the purpose of framing a detailed scheme. In 1877 it recommended the adoption of a certain scale of phonetic values for vowels and the addition of a number of new letters to make the alphabet more perfect. These recommendations were adopted, and in 1878 the following eleven words were approved of by the association for immediate use: *Ar, catalog, definit, gard, giv, hav, infinit, liv, tho, thru, wisht*. The next step was to recommend the observance of five rules, the general application of which would at once rid our spelling of a large number of anomalies and by accustoming readers to new forms pave the way for more extensive changes. These rules are:

1. Omit *a* from the digraph, *ea* when pronounced as *e* short, as in *head, health*, etc.
2. Omit silent final *e* after a short vowel in the same syllable, as in *have, give, infinite, definite*, etc.
3. Write *f* for *ph* in such words as *alphabet, phantom*, etc.
4. When a word ends with a double letter, omit the last letter, as in *shall, cliff, egg*, etc.
5. Change *ed* final to *t* where it has the sound of *t*, as in *lashed, impressed*, etc.

In 1881, the American Philological Association, encouraged by the radical action of the Philological Society of England above referred to, formally approved of the general principles laid down by the latter, and drew up in accordance with them and with its own previously affirmed principles, the following twenty-four new rules for guidance in the improvement of English spelling without making any change in the English alphabet:

JOINT RULES FOR AMENDED SPELLINGS.

1. *e*.—Drop silent *e* when fonetically useless, as in *live, vineyard, believe, bronze, single, engine, granite, rained*, etc.
2. *ea*.—Drop *a* from *ea* having the sound of *e*, as in *feather, leather, jealous*, etc.
Drop *e* from *ea* having the sound of *a*, as in *heart, hearken*, etc.
3. *eau*.—For *beauty* uze the old *benty*.
4. *eo*.—Drop *o* from *eo* having the sound of *e*, as in *jeopardy, leopard*.
5. *i*.—Drop *i* from *parliament*.
For *yeoman, write yoman*.
6. *o*.—For *o* having the sound of *u* in *but* write *u* in *above (abuv), dozen, some (sum), tongue (tung), and the like*.
For *women* restore *wimen*.
7. *ou*.—Drop *o* from *ou* having the sound of *u*, as in *journal, nourish, trouble, rough (ruf), tough (tuf), and the like*.
8. *u*.—Drop silent *u* after *g* before *a*, and in nativ English words, as *guarantee, guard, guess, guild, guilt*, etc.
9. *ue*.—Drop final *ue* in *apologue, catalogue*, etc.; *demagogue, pedagogue*, etc.; *league, colleague, harangue, tongue (tung)*, etc.
10. *y*.—Spel *rhyme rime*.
11. *Dubl consonants may be simplified*:
Final *b, d, g, n, r, t, f, l, z*, as in *ebb, add, egg, inn, purr, butt, bailiff, dull, buzz*, etc., (not *all, hall*).
Medial before another consonant, as *battle, ripple, written (writn)*, etc.
Initial unaccented prefixes, and other unaccented syllables, as in *abbreviate, accuse, affair*, etc., *curvetting, traveller*, etc.
12. *b*.—Drop silent *b* in *bomb, crumb, debt, doubt, dumb, lamb, limb, numb, plumb, subtle, succumb, thumb*.

13. c.—Change *c* back to *s* in *cinder*, *expence*, *fierce*, *hence*, *once*, *pence*, *scarce*, *since*, *source*, *thence*, *tierce*, *whence*.
14. ch.—Drop the *h* of *ch* in *chamomile*, *choler*, *cholera*, *melancholy*, *school*, *stomach*.
Change to *k* in *ache* (ake), *anchor* (anker).
15. d.—Change *d* and *ed* final to *t* when so pronounced, as in *crossed* (crost), *looked* (lookt), etc., unless the *e* affects the preceding sound, as in *chafed*, *chanced*.
16. g.—Drop *g* in *feign*, *foreign*, *sovereign*.
17. gh.—Drop *h* in *aghost*, *burgh*, *ghost*.
Drop *gh* in *haughty*, *though* (tho), *through* (thru).
Change *gh* to *f* where it has that sound, as in *cough*, *enough*, *laughter*, *tough*, etc.
18. l.—Drop *l* in *could*.
19. p.—Drop *p* in *receipt*.
20. s.—Drop *s* in *aisle*, *demesne*, *island*.
Change *s* to *z* in distinctiv words, as in *abuse*, verb, *house* verb, *rise* verb, etc.
21. sc.—Drop *c* in *scent*, *scythe* (sithe).
22. tch.—Drop *t*, as in *catch*, *pitch*, *witch*, etc.
23. w.—Drop *w* in *whole*.
24. ph.—Write *f* for *ph*, as in *philosophy*, *sphere*, etc.

During 1882 and 1883 communications passed between the American Philological Association and the Philological Society of England with a view to the promulgation of a joint recommendation. The final result was the adoption by the English society of the twenty-four rules, which were published in 1883 in both countries with the joint endorsement of these two learned bodies. Since that time they have taken no further action, the work of propagandism being left to other agencies. Their task was a scientific one, and the standing of the eminent scholars who spent at it most of their time for ten years is an ample guarantee of the reasonableness of the changes they propose. These changes have been accepted by scholars with singular unanimity. All the leading philologists on both sides of the Atlantic—including Max-Mueller, Sayce, Skeat, Sweet, Ellis, Murray, Morris, Angus, Morrell, and others in England; and Whitney, Child, Haldeman, March, Lounsbury, Harrison, Sharp, Carpenter, Corson, Scott and others in the United States—have either taken part in the work of elaborating the new rules or expressed their unqualified approval of them. The once formidable philological objection to spelling reform is now rarely heard, and is put forward only by those who are sarcastically described by Mr. Sweet as “half trained dabblers in etymology.”

So far as scientific and scholarly endorsement is concerned the action of the two philological societies leaves nothing to be desired, but the work of overcoming official prejudice and popular *vis inertia* has not yet been accomplished. The most important agencies at work to secure the general and official acceptance of the twenty-four rules are the English and American spelling Reform Associations. The former has succeeded in arousing a great deal of interest in the subject amongst teachers, and many of the Government inspectors in England favor a relaxation of the standard in the matter of spelling. Efforts have been made to secure the permission of the educational authorities, but as yet without success. The late Sir Charles Reed, who was from 1870 to 1883, Chairman of the London School Board, earnestly promoted the movement, but since his death no one seems to have taken his place in this respect.

The American Spelling Reform Association was organized at Philadelphia in 1875, and it has met yearly or oftener ever since. Like the English Association it includes in its membership nearly all the great writers as well as great scholars of the country, and it has done much in the way of influencing public opinion. Branches of this association have been established in different parts of the United States and there are at work many other local propagandist agencies which cannot be described or even specified within the limits of this report. During its existence the American Spelling Reform Association

has published its proceedings in occasional bulletins—22 in all—but it is now proposed to issue a regular magazine entitled “Spelling,” the first number of which appeared in May of this year, and which is issued to subscribers at the rate of one dollar a year. It is needless to say that it will contain many things about the English language of interest to teachers apart altogether from the question of spelling reform.

From a circular of information on the subject issued by the United States Bureau of Education in 1880, it appears that previous to the date of its issue the changes in spelling proposed by the American Philological Association were formally endorsed by a number of Teachers’ Associations in different parts of the United States. The Pennsylvania and New Jersey State Associations unanimously approved of the action of the Philological Association in 1875. In 1877, the New York State Association appointed a committee to ask the Legislature of the State to create a commission to inquire into the reform, and report how far it might be desirable to adopt amended spelling in the public documents and direct its use in the Public Schools. The Ohio State Association in the same year took action in favor of the reform. In 1878 the United States Congress was memorialized to appoint a Commission to examine and report how far such a reform is desirable, and what amendments in orthography, if any, may be wisely introduced into the public documents and the schools of the District of Columbia, and accepted in examinations for the civil service, and whether it is expedient to move the Government of Great Britain to unite in constituting a joint committee to consider such amendments.” Among the memorialists were nearly all the leading philological scholars in the United States, the presidents and professors of many colleges and universities, prominent teachers, and men eminent in other walks of life. The memorial was formally endorsed by the American Institute of Instruction, at which 10,000 teachers were present. In the same year approval of the movement was expressed by the State Associations of Massachusetts, Illinois, Iowa, Michigan, Indiana, Wisconsin, Missouri, Maryland, and Virginia, not to speak of county institutes, school boards, and other local bodies. In accordance with the project of this memorial a bill was introduced into the House of Representatives, but it has never yet been passed, and no such commission as that contemplated has yet been created.

The State Legislatures of Connecticut, Pennsylvania, Wisconsin, Iowa, and Massachusetts have had the subject before them, but no definite action has been taken by any one of them, owing to the general desire to secure concurrent action.

The committee appointed to confer with the Minister of Education in reference to reporting the number of pupils between 7 and 15 years of age attending our schools, interviewed the Minister, and he promised to give the matter his careful consideration.

Resolved,—That in the opinion of this Association the demand for such a change in the school law as will make it obligatory on teachers to give religious instruction in schools is unreasonable; that it is expedient to leave the whole question of Bible reading and religious instruction, as the law has left it for many years, to the public opinion of each school district; and that until the clergy give the present system a fair trial, by generally availing themselves of the opportunities afforded them by the present law of giving religious instruction to pupils in the Public Schools, any attempt on their part to agitate for a change should be discountenanced by all who desire to see our non-sectarian educational system kept free from sectarian controversy.

Resolved,—That while this Association approves of allowing optional questions upon the Entrance and other Departmental Examinations, it is of opinion that no candidate should be permitted to attempt questions to the value of more than the maximum number of marks allowed to the respective subjects.

Resolved,—That this Association desires to place on record its heartfelt thanks at the event of Her Most Gracious Majesty Queen Victoria having reached her jubilee year, and our gratitude to Almighty God for having vouchsafed to us this blessing, and also to express the hope that we may long enjoy the privilege of calling ourselves the subjects of Britain’s present beloved and illustrious Sovereign.

Resolved,—That the thanks of this Association be and are hereby tendered to the Hon. the Minister of Education for his kindness in allowing the Association the use of the rooms in the Education Department; to the retiring President, Mr. Strang, for the satis-

factory manner in which he discharged the duties of president during the past year ; to the railway authorities for reduced rates to members in attendance here, and to the publishers of the daily newspapers for full and accurate reports of the meetings.

Public School Section.

Resolved,—That the clause in the new school regulations referring to annual high school entrance examinations be approved of.

Resolved,—That the public school section approves of the changes made in the Normal School curriculum in confining the work more closely to professional training.

Resolved,—That the time-table for the first class A and B examination be arranged so that the examination can be taken in each department in one week.

Resolved,—1. That the public school section of the Ontario Teachers' Association takes this opportunity to express its disapproval of the course of certain members of the ministerial profession in continually misrepresenting the standing of the public schools of this Province in regard to moral training, and that we hereby assure the public generally that we know that moral training in our schools is in a higher state of efficiency now than in previous years, and that continual progress is being made in that direction.

2. That the ministers be requested to improve their privileges in regard to giving religious instruction in public schools.

The committee on the question of increased legislative grants to public schools reported as follows :

1. *Whereas*, a great majority of the children of this Province depend entirely upon a public school education, and that the education received in public schools forms the basis of after training, and whereas a comparison of high and public school statistics shows in 1885 the legislative grant to the former to be \$10.50 per pupil, and to the latter \$1.17 per pupil (See pp. 6, 22, 36 and 37, Report of Minister of Education, 1886) ; also that the grant to high schools was 20½ % of the total expenditure, and to public schools not quite 8%, it is the opinion of the public school section of this Association that the public schools do not receive the share of legislative aid to which their importance entitles them.

2. That the Honorable the Minister of Education be requested to secure an increased legislative grant to the public schools ; that the mode of distribution among the public schools in each municipality be so amended that it shall be apportioned upon the basis of average attendance of only those pupils who shall have attended the full 100 days per annum ; and that the necessary equipment of each school have a first claim upon the grant to that school, upon the written order of the Inspector.

High School Section.

The high school masters' section of the Ontario Teachers' Association desires to urge upon the attention of the Minister of Education, the justice and necessity of promoting such legislation as will secure largely increased financial aid to the High Schools and Collegiate Institutes, and would respectfully submit for his consideration the following facts :

1. The number of masters has increased from 252 in 1873 to 365 in 1885 ; the number of pupils from 8,437 to 14,250 ; the number of students matriculating in the various universities from 94 to 290 ; the number of students entering the professions from 290 to 639, and the number in the higher branches of study has about doubled.

2. In 1873 the Legislative grant to the High Schools and Collegiate Institutes was \$77,126. In 1885 it was only \$86,169, an increase barely sufficient to meet the demands of the new High Schools formed and the schools erected into Collegiate Institutes. During the same time the amount paid in salaries increased from \$165,358 to \$294,077 and the total expenditure from \$234,215 to \$429,761.

3. In 1873 only 164 candidates obtained second class certificates, and the Normal School was the only institution expected to do the work of preparing teachers for provincial certificates. Last year 764 passed for second class, and 1,312 for third class, and the work of preparing these candidates was almost all done by the High Schools. The Normal Schools no longer do the work of preparing candidates for the second-class non-professional examinations ; and even the work of preparing first-class teachers is now

almost exclusively left to the High Schools. This has saved the Province a heavy outlay as formerly contemplated for the building of additional Normal Schools as well as further large annual sums for their maintenance. In the meantime the legislative appropriation has not been increased, and the government grants to the High Schools under the present mode of distribution have, in many cases, diminished; an extensive course of study has been prescribed; boards have incurred heavy expenditure for libraries, apparatus, gymnasiums, etc.; additions to the staffs have been made and the cost to be met from local sources has been largely increased.

4. The number of pupils attending from the rural districts has largely increased and the work done for the townships adjacent to High Schools is much greater than in former years. County Councils are only obliged to contribute to the support of High Schools an amount equivalent to the government grant, and where no further sums are given, a very heavy burden falls upon the municipalities in which the High Schools are situated. This is especially the case where the number of pupils from the surrounding country is large as compared with the number from the town where the High School is situated.

5. The position of High Schools or Collegiate Institutes situated in cities or towns separated from counties is in most cases a very unsatisfactory one. These institutions are to all intents and purposes county schools. They do similar work to that of other schools and the districts adjacent to them are dependent upon them for High School purposes. The provisions of the present law do not meet the difficulty and are practically inoperative, and as a result such High Schools and Collegiate Institutes are placed at a great disadvantage.

At the appointed time, the Hon. G. W. Ross, Minister of Education, entered the room for the purpose of listening to the representations of the sections, regarding increased aid to High Schools. After the close of the discussion on the part of the teachers, the Minister of Education replied, thanking the Association for the opportunity of consulting with them on matters affecting the welfare of the Schools, and replying at length to the various points brought before him. A vote of thanks was then passed to the Minister for his courtesy in conferring with the Association and for the valuable information he had given.

Resolved,—That the Senate of Toronto University be requested to classify the courses of study in the University curriculum as (1) general courses, (2) special courses; and to rank in Honors, students who have obtained the required number of marks in any course.

Resolved,—That in the opinion of this section the subject of algebra should not be dropped nor be made optional in 3rd class work.

Inspectors' Section.—Proposed Regulations.

Page 90, No. 8.—(8a) to be added as follows:

That suitable woodsheds should be provided on all school premises.

Page 91, section 10, line 1—instead of 100 read 80, line 2 amended.—The school house should contain two rooms and two teachers.

Line 3.—An additional room and an additional teacher being required for each additional fifty pupils.

Section 11, Instead of 12 sq. ft., read 20 sq. ft.

Page 92, section 23, line 5.—Add (4) a clock, (a) amended—and a map of the British Isles and United States.

Resolved,—That the foregoing regulations shall be carried out in the erection of all school-houses to be erected after 1887, unless deviations from them be allowed by the inspector.

Page 93, Programme 4th form, *Writing*—add Book-keeping by single entry without text book. *Geography* 3rd form, North America and Ontario more particularly.

4th Form, British Empire more particularly and the United States.

Also that the clauses under 5th form, page 96, be transferred to the foot of page 93 and also be printed on the registers.

Page 100 (6a), to be added as follows :

That in counties where provision is made for holding uniform prom. examinations, all promotions shall be made on the papers prepared for the purpose.

13. add.—Also such other information affecting the interests of his school as may from time to time be required by the Department or the inspector.

16. *Line one* to read, to the trustee and inspector of his absence, etc.

17. A reference to the statutory clause regarding contagious diseases.

Page 101, Section 51. Sub-section changed, to visit each school under his jurisdiction at least once in each year, and that in lieu of the second visit he shall give his attention to such schools as in his opinion require his help, and to the oversight of promotion examinations.

Page 101, Section 51, Sub-section 2.—To spend half a day in the visitation of each school. Sub-section 3.—Strike out from "This cannot be done . . . curriculum."

Page 106, Section 62, line 3, amended.—A *semi* annual examination and add, the midsummer examination shall be held immediately before the non-professional examination of teachers.

Page 124, section 159, line *two*, amended as follows : On passing the departmental and *professional* examination.

Line 4.—A renewal of the same for a period not exceeding three years . . . and that such certificate shall be restricted to the county where granted.

Section 162, line 2.—Instead of "*shall*," read "*may*."

Resolved,—That the Department be requested to institute an annual examination on the "course of reading" for teachers.

Resolved,—That no one shall be eligible for appointment as Public School Inspector, or continue to hold such an appointment, who is engaged in any other public avocation.

Resolved,—That in the opinion of this section, the standard for III. Class non-professional certificates, especially in grammar, composition and arithmetic, is too low for most counties in Ontario.

Resolved,—That a simple paper on elementary algebra should be set on the III. Class examinations.

Resolved,—That III. Class certificates should be valid only in the counties in which they are issued or for which they have been endorsed.

Resolved,—That in the opinion of this section it would be advantageous in many ways for the Department to furnish to inspectors, with stamped envelopes, sufficient circulars announcing entrance and departmental examinations and summer classes, and all circulars of information to be given to teachers, to distribute to all schools in their respective inspectorates.

Resolved,—That in the opinion of this section the present method of distributing the Public School Grants is not satisfactory, mainly for the following reasons :

1. It tends to assist wealthy sections rather than the needy.

2. It is especially unfair to incorporated and other large villages.

Resolved,—That "may" be changed into "shall" in line 1, section 118, of School Act.

Resolved,—That half-yearly reports should be made as formerly, but that the school grants to rural schools be distributed on the basis of the annual attendance; and that the school year for these purposes close with the end of the first term in the calendar year.

2.—TEACHERS' INSTITUTES—FINANCIAL STATEMENT, 1886.

| NAME OF INSTITUTE. | No. of Institutes | Total No. of Members. | Government Grant. | | Municipal Grant. | | Members' Fees. | | Balances and other sources. | | Total Receipts. | | Printing and Postage. | | Libraries, Educational Journals, etc. | | Miscellaneous. | | Total Expenditure. | | Balances. | |
|------------------------------|-------------------|-----------------------|-------------------|---|------------------|---|----------------|---|-----------------------------|---|-----------------|---|-----------------------|---|---------------------------------------|---|----------------|---|--------------------|---|-----------|---|
| | | | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ | £ | ¢ |
| 1 Brant..... | 1 | 120 | 25 00 | | 25 00 | | 26 50 | | 35 03 | | 111 53 | | 6 00 | | 59 11 | | 1 50 | | 66 61 | | 44 92 | |
| 2 Bruce, East..... | 1 | 120 | 25 00 | | 25 00 | | | | 81 91 | | 131 91 | | 10 26 | | 21 50 | | 36 84 | | 68 60 | | 63 81 | |
| 3 Bruce, West..... | 1 | 68 | 25 00 | | 25 00 | | 17 50 | | 109 97 | | 177 47 | | 13 13 | | 55 20 | | 28 58 | | 96 91 | | 80 56 | |
| 4 Carleton..... | 1 | 136 | 25 00 | | 50 00 | | | | 72 36 | | 147 36 | | 1 39 | | | | 65 97 | | 67 36 | | 80 00 | |
| 5 Dufferin..... | 1 | 90 | 25 00 | | 25 00 | | 33 29 | | 4 00 | | 87 29 | | 6 73 | | 52 85 | | | | 59 58 | | 27 71 | |
| 6 Dundas..... | 1 | 43 | 25 00 | | 25 00 | | 10 75 | | 38 01 | | 98 76 | | 21 47 | | | | 10 00 | | 31 47 | | 67 29 | |
| 7 Durham..... | 1 | 75 | 25 00 | | 25 00 | | 14 50 | | 45 20 | | 109 70 | | 19 05 | | | | 16 88 | | 35 93 | | 73 77 | |
| 8 Elgin..... | 1 | 163 | 25 00 | | | | | | 40 88 | | 65 88 | | 39 53 | | | | 25 00 | | 64 53 | | 1 35 | |
| 9 Essex, North..... | 1 | 100 | 25 00 | | 50 00 | | | | 45 24 | | 120 24 | | 28 25 | | | | 44 50 | | 72 75 | | 47 49 | |
| 10 Essex, South..... | 1 | 73 | 25 00 | | 50 00 | | | | 120 14 | | 195 14 | | 41 85 | | | | 35 30 | | 77 05 | | 118 09 | |
| 11 Frontenac..... | 1 | 140 | 25 00 | | 50 00 | | 2 50 | | 23 78 | | 101 28 | | 13 12 | | | | 29 00 | | 42 12 | | 59 16 | |
| 12 Glengarry..... | 1 | 84 | 25 00 | | 25 00 | | | | 40 99 | | 90 99 | | 15 76 | | 7 50 | | 4 09 | | 27 35 | | 63 64 | |
| 13 Grenville..... | 1 | 60 | 25 00 | | 50 00 | | | | 50 84 | | 125 84 | | 5 10 | | 16 38 | | 7 12 | | 28 60 | | 97 24 | |
| 14 Grey, East..... | 1 | 70 | 25 00 | | 25 00 | | 6 00 | | 124 46 | | 180 46 | | 19 17 | | | | 15 00 | | 34 17 | | 146 29 | |
| 15 Grey, West..... | 1 | 50 | 25 00 | | 25 00 | | 6 50 | | 94 29 | | 150 79 | | 2 38 | | | | 30 00 | | 86 38 | | 64 41 | |
| 16 Grey, South..... | 1 | 100 | 25 00 | | 25 00 | | 6 75 | | 41 72 | | 98 47 | | 9 47 | | 15 86 | | 8 50 | | 33 83 | | 64 64 | |
| 17 Haldimand..... | 1 | 110 | 25 00 | | 25 00 | | | | 161 64 | | 211 64 | | 3 97 | | 15 20 | | 7 70 | | 26 87 | | 184 77 | |
| 18 Haliburton..... | 1 | 49 | 25 00 | | | | | | 55 20 | | 80 20 | | 10 00 | | 6 90 | | 28 28 | | 93 17 | | 71 43 | |
| 19 Halton..... | 1 | 70 | 25 00 | | 25 00 | | 4 00 | | 110 60 | | 164 60 | | 14 55 | | 21 75 | | 56 87 | | 52 40 | | 87 56 | |
| 20 Hastings, North..... | 1 | 65 | 25 00 | | | | 13 75 | | 101 21 | | 139 96 | | 9 50 | | 25 80 | | 17 10 | | 52 40 | | 87 56 | |
| 21 Hastings, South..... | 1 | 120 | 25 00 | | | | 19 50 | | 24 80 | | 69 30 | | 4 45 | | | | 15 00 | | 19 45 | | 49 85 | |
| 22 Huron, East..... | 1 | 29 | 25 00 | | | | 22 75 | | 41 46 | | 89 21 | | 8 00 | | 40 00 | | 34 87 | | 82 87 | | 6 34 | |
| 23 Huron, West..... | 1 | 116 | 25 00 | | 25 00 | | 14 50 | | 122 86 | | 187 36 | | 13 95 | | 28 70 | | 55 80 | | 98 45 | | 88 91 | |
| 24 Kent, East..... | 1 | 80 | 25 00 | | 25 00 | | 13 00 | | 66 66 | | 129 66 | | 0 05 | | 25 62 | | 6 15 | | 37 37 | | 92 29 | |
| 25 Kent, West..... | 1 | 99 | 45 00 | | 25 00 | | | | 122 86 | | 192 86 | | 30 38 | | 7 75 | | 57 51 | | 57 56 | | 135 30 | |
| 26 Lambton, East..... | 1 | 99 | 25 00 | | 25 00 | | 35 00 | | 59 55 | | 144 55 | | 19 88 | | | | 45 85 | | 83 98 | | 60 57 | |
| 27 Lambton, West..... | 1 | 115 | 25 00 | | 50 00 | | | | 149 59 | | 224 59 | | | | 24 00 | | 55 75 | | 99 63 | | 124 96 | |
| 28 Leeds..... | 1 | 180 | 25 00 | | 25 00 | | | | 244 55 | | 294 55 | | | | | | 3 00 | | 3 00 | | 291 55 | |
| 29 Lanark..... | 1 | 128 | 25 00 | | 25 00 | | 48 90 | | 95 75 | | 134 65 | | 4 85 | | 46 70 | | 29 20 | | 80 75 | | 113 90 | |
| 30 Lennox and Addington..... | 1 | 110 | 25 00 | | 50 00 | | | | 50 25 | | 125 25 | | 22 25 | | 34 45 | | 14 90 | | 71 60 | | 53 65 | |
| 31 Lincoln..... | 1 | 109 | 25 00 | | 25 00 | | | | 84 87 | | 134 87 | | 7 01 | | | | 10 85 | | 17 86 | | 117 01 | |
| 32 Middlesex, East..... | 1 | 116 | 25 00 | | 345 90 | | 25 00 | | 17 24 | | 413 14 | | 100 82 | | | | 55 78 | | 156 60 | | 256 54 | |
| 33 Middlesex, West..... | 1 | 110 | 25 00 | | 200 00 | | 32 75 | | 66 23 | | 323 98 | | 56 30 | | | | 232 71 | | 289 01 | | 34 97 | |

| | | | | | | | | | | | | |
|---------------------------------------|-------|-------|---------|---------|--------|---------|----------|---------|---------|---------|---------|---------|
| 34 Norfolk..... | 1 | 129 | 25 00 | 25 00 | 9 25 | 26 32 | 85 57 | 31 07 | 5 00 | 74 70 | 36 07 | 49 50 |
| 35 Northumberland..... | 1 | 126 | 25 00 | 25 00 | 16 75 | 69 51 | 136 26 | 32 98 | 57 15 | 24 70 | 24 70 | 61 56 |
| 36 Ontario..... | 1 | 57 | 25 00 | 25 00 | 8 00 | 111 07 | 169 07 | 32 98 | 57 15 | 55 90 | 146 03 | 23 04 |
| 37 Oxford..... | 1 | 100 | 25 00 | 25 00 | ..... | 2 85 | 52 85 | 14 60 | ..... | 9 00 | 23 60 | 29 25 |
| 38 Peel..... | 1 | 52 | 25 00 | 25 00 | 52 00 | 76 61 | 178 61 | 6 00 | 86 35 | 18 00 | 110 35 | 68 26 |
| 39 Perth..... | 1 | 170 | 25 00 | 25 00 | ..... | 74 67 | 99 67 | 16 12 | ..... | 61 50 | 77 62 | 28 25 |
| 40 Peterborough..... | 1 | 50 | 25 00 | 25 00 | ..... | 118 30 | 143 30 | 18 25 | 37 10 | 7 30 | 62 65 | 80 65 |
| 41 Prescott and Russell..... | 1 | 146 | 25 00 | 25 00 | ..... | 57 47 | 82 47 | 5 42 | 5 15 | 2 42 | 12 99 | 69 48 |
| 42 Prince Edward..... | 1 | 90 | 25 00 | 25 00 | ..... | 71 74 | 121 74 | 4 60 | 6 25 | 10 25 | 21 10 | 100 64 |
| 43 Renfrew..... | 1 | 65 | 25 00 | 25 00 | ..... | 48 97 | 98 97 | 4 00 | ..... | 26 93 | 30 93 | 68 04 |
| 44 Simcoe, North..... | 1 | 21 | 25 00 | 25 00 | 5 25 | 36 54 | 150 97 | 8 50 | 28 25 | 47 16 | 83 91 | 66 88 |
| 45 Simcoe, South..... | 1 | 47 | 25 00 | 25 00 | 71 25 | 128 27 | 249 52 | 6 86 | 115 12 | 7 00 | 128 98 | 120 54 |
| 46 Stormont..... | 1 | 48 | 25 00 | 25 00 | 48 00 | 63 86 | 161 86 | 2 05 | 55 00 | 16 07 | 73 12 | 88 74 |
| 47 Victoria, East..... | 1 | 60 | 25 00 | 25 00 | 9 25 | 83 66 | 117 91 | 15 15 | 13 50 | 5 00 | 33 65 | 84 26 |
| 48 Victoria, West..... | 1 | 75 | 25 00 | 25 00 | ..... | 130 70 | 180 70 | 6 75 | 20 00 | 11 75 | 38 50 | 142 20 |
| 49 Waterloo..... | 1 | 74 | 25 00 | 25 00 | 47 00 | 99 55 | 196 55 | 10 69 | 103 95 | 31 50 | 146 14 | 50 41 |
| 50 Welland..... | 1 | 90 | 25 00 | 25 00 | ..... | 30 65 | 80 65 | 11 10 | ..... | 27 50 | 38 60 | 42 05 |
| 51 Wellington, North..... | 1 | 56 | 25 00 | 50 00 | 28 00 | 120 17 | 223 17 | 46 21 | 105 22 | 8 37 | 159 80 | 63 37 |
| 52 Wellington, South..... | 1 | 120 | 25 00 | 25 00 | 23 00 | 44 29 | 117 29 | 13 62 | ..... | 19 00 | 32 62 | 84 67 |
| 53 Wentworth..... | 1 | 105 | 25 00 | 50 00 | 7 50 | 31 65 | 114 15 | 1 00 | 13 18 | 64 25 | 78 43 | 35 72 |
| 54 York, North..... | 1 | 83 | 25 00 | 25 00 | 102 95 | 14 98 | 167 93 | 19 40 | ..... | 109 82 | 129 22 | 38 71 |
| 55 York, South..... | 1 | 55 | 25 00 | 25 00 | 8 75 | ..... | 33 75 | ..... | ..... | ..... | ..... | 38 75 |
| 56 District of Algoma..... | 1 | 53 | 25 00 | 25 00 | ..... | 7 71 | 32 71 | 6 86 | 14 70 | 11 15 | 32 71 | ..... |
| 57 District of Muskoka..... | 1 | 60 | 25 00 | 25 00 | ..... | 40 69 | 90 69 | 8 59 | 42 00 | 15 60 | 66 10 | 24 59 |
| 58 District of Parry Sound..... | 1 | 80 | 25 00 | 25 00 | ..... | 25 00 | 50 00 | 10 00 | ..... | 15 00 | 25 00 | 25 00 |
| 59 City of Hamilton..... | 1 | 120 | 25 00 | 25 00 | ..... | 65 00 | 115 00 | 0 75 | 35 00 | 38 95 | 74 70 | 40 30 |
| 60 City of Kingston..... | 1 | 33 | 25 00 | 25 00 | ..... | 59 76 | 109 76 | 9 10 | 22 80 | 5 50 | 37 40 | 72 36 |
| 61 City of London..... | 1 | 48 | 25 00 | 25 00 | 15 90 | 180 61 | 248 51 | 4 25 | 46 00 | 20 40 | 70 65 | 175 86 |
| 62 City of Ottawa..... | 1 | 85 | 25 00 | 25 00 | ..... | 19 97 | 69 97 | 12 05 | 10 15 | ..... | 22 20 | 47 77 |
| 63 City of St. Catharines..... | 1 | 50 | 25 00 | 25 00 | ..... | 100 00 | 125 00 | 10 00 | 50 00 | 40 00 | 100 00 | 25 00 |
| 64 City of Toronto..... | 1 | 213 | 25 00 | 25 00 | 53 25 | 109 90 | 213 15 | 5 25 | 89 50 | 31 45 | 126 20 | 86 95 |
| 65 Ontario Teachers' Association..... | 1 | 225 | 200 00 | 200 00 | 57 00 | 650 47 | 907 47 | 201 74 | ..... | 153 06 | 354 80 | 552 67 |
| Total, 1886..... | 65 | 5974 | 1820 00 | 1995 90 | 916 54 | 5304 08 | 10036 52 | 1107 09 | 1520 64 | 2030 03 | 4657 76 | 5378 76 |
| Total, 1885..... | 64 | 5666 | 1800 00 | 900 00 | 885 31 | 5667 34 | 9252 65 | 965 56 | 1636 21 | 1986 10 | 4587 87 | 4664 78 |
| Increase..... | 1 | 308 | 20 00 | 1095 90 | 31 23 | ..... | 783 87 | 141 53 | ..... | 43 93 | 69 89 | 713 98 |
| Decrease..... | ..... | ..... | ..... | ..... | ..... | 363 26 | ..... | ..... | 115 57 | ..... | ..... | ..... |

APPENDIX F.—DEPARTMENTAL EXAMINATIONS.

ADMISSION of Candidates to Collegiate Institutes and High Schools.

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | December, 1886. | | July, 1887. | |
|---|-----------------|---------|-------------|---------|
| | Examined. | Passed. | Examined. | Passed. |
| Alexandria | 38 | 13 | 64 | 51 |
| Almonte | 46 | 35 | 48 | 40 |
| Arnprior | 36 | 16 | 53 | 32 |
| Aylmer | 43 | 27 | 67 | 55 |
| Barrie, C.I. | 61 | 32 | 115 | 63 |
| Beamsville | 19 | 14 | 25 | 20 |
| Belleville | 144 | 89 | 125 | 84 |
| Berlin | 88 | 64 | 92 | 58 |
| Bowmanville | 48 | 35 | 39 | 29 |
| Bradford | 52 | 25 | 47 | 36 |
| Brampton | 57 | 42 | 54 | 33 |
| Brantford, C.I. | 64 | 53 | 75 | 68 |
| Brighton | 43 | 36 | 25 | 16 |
| Brockville | 52 | 39 | 46 | 33 |
| Caledonia | 83 | 49 | 66 | 45 |
| Campbellford | 59 | 47 | 60 | 47 |
| Carleton Place | 40 | 21 | 40 | 27 |
| Cayuga | 26 | 15 | 28 | 15 |
| Chatham, C.I. | 91 | 39 | 119 | 80 |
| Clinton | 43 | 36 | 40 | 33 |
| Cobourg, C.I. | 47 | 38 | 63 | 44 |
| Colborne | 50 | 31 | 37 | 31 |
| Collingwood, C.I. | 55 | 35 | 64 | 45 |
| Cornwall | 79 | 50 | 46 | 33 |
| Dundas | 67 | 42 | 75 | 50 |
| Dunnville | 39 | 29 | 35 | 29 |
| Dutton | 59 | 55 | 83 | 42 |
| Elora | 28 | 25 | 40 | 28 |
| Essex Centre | 45 | 38 | 82 | 56 |
| Farmersville | 56 | 33 | 63 | 45 |
| Fergus | 24 | 19 | 40 | 29 |
| Galt, C.I. | 92 | 67 | 75 | 49 |
| Gananoque | 43 | 16 | 47 | 29 |
| Georgetown | 47 | 37 | 55 | 35 |
| Goderich | 103 | 69 | 86 | 63 |
| Grimsby | 19 | 10 | 19 | 15 |
| Guelph, C.I. | 82 | 56 | 84 | 67 |
| Hamilton, C.I. | 158 | 128 | 158 | 106 |
| Harriston | 49 | 41 | 29 | 22 |
| Hawkesbury | 23 | 19 | 23 | 18 |
| Ingersoll, C.I. | 88 | 49 | 53 | 39 |
| Iroquois | 44 | 31 | 39 | 21 |
| Kemptville | 39 | 20 | 45 | 28 |
| Kincardine | 72 | 49 | 127 | 88 |
| Kingston, C.I. | 92 | 74 | 78 | 57 |

ADMISSION of Candidates, etc.—*Continued.*

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | December, 1886. | | July, 1887. | |
|---|-----------------|---------|-------------|---------|
| | Examined. | Passed. | Examined. | Passed. |
| Lindsay | 84 | 50 | 91 | 40 |
| Listowel | 40 | 23 | 45 | 40 |
| London, C.I. | 144 | 116 | 145 | 117 |
| Markham | 82 | 47 | 82 | 52 |
| Mitchell | 66 | 39 | 65 | 46 |
| Morrisburg | 59 | 40 | 62 | 35 |
| Mount Forest | 39 | 32 | 44 | 38 |
| Napanee | 118 | 51 | 92 | 56 |
| Newburgh | 61 | 27 | 57 | 36 |
| Newcastle | 27 | 12 | 28 | 12 |
| Newmarket | 91 | 45 | 68 | 42 |
| Niagara | 9 | 5 | 13 | 11 |
| Niagara Falls South | 19 | 9 | 46 | 38 |
| Norwood | 45 | 28 | 40 | 28 |
| Oakville | 22 | 19 | 21 | 14 |
| Oakwood | 73 | 48 | 53 | 45 |
| Omeme | 29 | 17 | 19 | 9 |
| Orangeville | 57 | 39 | 83 | 58 |
| Orillia | 70 | 42 | 67 | 40 |
| Oshawa | 85 | 55 | 56 | 46 |
| Ottawa, C.I. | 110 | 72 | 118 | 80 |
| Owen Sound, C.I. | 93 | 70 | 90 | 67 |
| Paris | 31 | 21 | 36 | 28 |
| Parkhill | 86 | 56 | 72 | 39 |
| Pembroke | 48 | 27 | 59 | 35 |
| Perth, C.I. | 61 | 39 | 63 | 40 |
| Peterborough, C.I. | 102 | 63 | 74 | 61 |
| Petrollea | 54 | 46 | 71 | 45 |
| Picton | 84 | 52 | 59 | 37 |
| Port Dover | 24 | 9 | 21 | 11 |
| Port Hope | 48 | 41 | 35 | 32 |
| Port Perry | 57 | 34 | 73 | 53 |
| Port Rowan | 24 | 7 | 27 | 18 |
| Prescott | 33 | 17 | 44 | 18 |
| Renfrew | 76 | 35 | 58 | 27 |
| Richmond Hill | 43 | 23 | 27 | 18 |
| Ridgetown, C.I. | 59 | 23 | 75 | 47 |
| Sarnia | 81 | 66 | 68 | 55 |
| Seaforth | 73 | 42 | 64 | 50 |
| Simcoe | 86 | 37 | 76 | 43 |
| Smith's Falls | 12 | 8 | 41 | 30 |
| Smithville | 42 | 19 | 38 | 27 |
| Stratford, C.I. | 77 | 51 | 94 | 58 |
| Strathroy, C.I. | 110 | 59 | 128 | 75 |
| Streetsville | 45 | 28 | 47 | 15 |
| St. Catharines, C.I. | 92 | 45 | 80 | 54 |
| St. Marys, C.I. | 52 | 33 | 69 | 52 |
| St. Thomas, C.I. | 116 | 67 | 141 | 78 |
| Sydenham | 46 | 18 | 59 | 31 |
| Thorold | 24 | 13 | 31 | 18 |
| Tilsonburg | 56 | 39 | 52 | 30 |
| Toronto, C.I. | 152 | 69 | 169 | 128 |
| Trenton | 60 | 50 | 35 | 22 |

ADMISSION of Candidates, etc.—*Continued.*

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | December, 1886. | | July, 1887. | |
|---|-----------------|---------|-------------|---------|
| | Examined. | Passed. | Examined. | Passed. |
| Uxbridge | 46 | 37 | 79 | 54 |
| Vankleekhill | 32 | 15 | 24 | 11 |
| Vienna | 20 | 12 | 30 | 14 |
| Walkerton | 46 | 29 | 76 | 48 |
| Wardsville | 66 | 44 | 52 | 32 |
| Waterdown | 49 | 36 | 51 | 45 |
| Welland | 35 | 27 | 83 | 61 |
| Weston | 40 | 22 | 47 | 36 |
| Whitby, C.I. | 62 | 30 | 74 | 52 |
| Williamstown | 43 | 29 | 26 | 14 |
| Windsor | 93 | 55 | 63 | 59 |
| Woodstock, C.I. | 128 | 101 | 104 | 85 |
| OTHER PLACES. | | | | |
| Alliston | 45 | 23 | 57 | 46 |
| Ameliasburg | | | 24 | 14 |
| Arthur | | | 26 | 13 |
| Bancroft | 6 | 3 | 6 | 5 |
| Bath | | | 31 | 13 |
| Blenheim | 17 | 11 | 28 | 12 |
| Bolton | 24 | 12 | 38 | 21 |
| Burk's Falls | | | 5 | 4 |
| Charleston | 13 | 8 | 16 | 3 |
| Clifford | | | 11 | 11 |
| Deseronto | 24 | 17 | 11 | 7 |
| Drayton | 23 | 19 | 34 | 25 |
| Dresden | | | 19 | 17 |
| Durham | 41 | 25 | 32 | 20 |
| Erin | 14 | 14 | 18 | 14 |
| Exeter | 24 | 19 | 28 | 24 |
| Florence | | | 27 | 19 |
| Forest | | | 53 | 32 |
| Lakefield | | | 20 | 18 |
| London East | 116 | 73 | 105 | 47 |
| Leamington | 18 | 11 | | |
| Lucan | 37 | 21 | 50 | 28 |
| Madoc | 30 | 23 | 26 | 17 |
| Manitowaning | | | 12 | 9 |
| Markdale | 17 | 14 | 17 | 9 |
| Meaford | | | 51 | 40 |
| Millbrook | 38 | 19 | 48 | 31 |
| Milton | 37 | 30 | 38 | 29 |
| Milverton | | | 42 | 30 |
| Newington | 50 | 30 | 28 | 19 |
| Norwich | | | 32 | 26 |
| Paisley | | | 57 | 36 |
| Palmerston | | | 15 | 12 |
| Parry Sound | | | 3 | 3 |
| Penetanguishene | 5 | 4 | 17 | 13 |
| Port Arthur | | | 26 | 22 |

ADMISSION of Candidates, etc.—*Continued.*

| SCHOOLS AT WHICH EXAMINATIONS WERE HELD. | December, 1886. | | July, 1887. | |
|---|-----------------|---------|-------------|---------|
| | Examined. | Passed. | Examined. | Passed. |
| Richmond..... | | | 20 | 18 |
| Sault Ste. Marie.. | | | 6 | 5 |
| Shelburne..... | 30 | 27 | 43 | 20 |
| Stayner..... | 24 | 17 | 33 | 21 |
| Stirling..... | 25 | 14 | 27 | 18 |
| Sutton West..... | | | | |
| Tara..... | 25 | 16 | 32 | 21 |
| Thamesville..... | | | 28 | 13 |
| Thornbury..... | 44 | 24 | | |
| Tweed..... | 22 | 11 | 14 | 9 |
| Wallaceburg..... | 13 | 7 | 22 | 14 |
| Watford..... | | | 72 | 35 |
| West Winchester.. | 62 | 35 | 46 | 23 |
| Wingham..... | 31 | 21 | 67 | 47 |

SUMMARY OF THE FOREGOING.

| | | | | |
|--|------|------|------|------|
| Collegiate Institutes..... | 2188 | 1409 | 2308 | 1612 |
| High Schools..... | 4482 | 2839 | 4546 | 3068 |
| Other places..... | 855 | 548 | 1461 | 933 |
| Grand Total..... | 7525 | 4796 | 8315 | 5613 |
| <i>Comparison with December, 1885, and July, 1886.</i> | | | | |
| Increase..... | 1289 | 2010 | 60 | 2436 |
| Decrease..... | | | | |

APPENDIX G.—*CERTIFICATES.**(Continued from the Report of 1886.)*

1. NAMES OF PERSONS WHO HAVE RECEIVED INSPECTORS' CERTIFICATES.

NOTE.—All Inspectors shall be *ex-officio* members of the Board of Examiners for their respective Counties.

| | | |
|--|--|--|
| Bruce, Edward Wesley. Broderick, Gideon E. Day, Isaac. | Duncan, J. McD., B.A. Elliott, John. Houston, John, B.A. | MacLean, Hugh Stewart. Stuart, James Russell. |
|--|--|--|

2. NAMES OF PERSONS WHO HAVE RECEIVED EXAMINERS' CERTIFICATES.

| | | |
|---|---------------------------------------|-------------|
| Burgess, Herbert H. Morton, Adam, (valid in Peel Co.). | Sanderson, Robert. Smith, Allen C. | Yule, D. D. |
|---|---------------------------------------|-------------|

3. NAMES OF PERSONS WHO HAVE RECEIVED HIGH SCHOOL MASTERS' CERTIFICATES.

| | | |
|---|---|---|
| Balmer, Robert, B.A. Francis, Daniel, B.A. Fowler, Richard Victor, B.A. Gray, Robert Alexander, B.A. Hagarty, Edward Wm., B.A. Houston, John, B.A. | Little, John G., B.A. Lapp, Levi, B.A. Lillie, John Turner, B.A. Moore, William, B.A. Martin, Stephen, B.A. McColl, Allan Evan, B.A. | McKay, A. C., B.A. Passmore, Albert Daniel, B.A. Potter, Charles, B.A. Schmidt, Otto L., B.A. Short, James, B.A. Young, Archibald Hope, B.A. |
|---|---|---|

4. NAMES OF PERSONS WHO HAVE QUALIFIED AS HIGH SCHOOL ASSISTANTS.

| | | |
|---|---|---|
| Bonis, Henry, B.A. Crawford, John Thos., B.A. Dickson, James Dickson, B.A. Elliott, Edwin, B.A. Elliott, Thos. Edward, B.A. Fair, Caroline, B.A. Flach, Ulysses Jacob, B.A. Forfar, Charles. Freeman, John Alex., B.A. Gibbard, Alex. Hanna, B.A. Gundry, Arthur Presland. Guillet, Cephas, B.A. Hamilton, James Reid, B.A. | Hardie, Chas. John, B.A. Harrison, Theodore Edward, B.A. Henderson, Anson Gains. Jeffries, John. Kennedy, Herbert Willis, B.A. Kenner, Henry Rowe Hocking. Kinnear, Louis, M.A. Lett, Ralph M. Libby, Walter Henry, B.A. McKendrick, John Noble, B.A. Marshall, Thomas, B.A. Massey, Norman Levi, B.A. Montgomery, William. | Millar, James. Mott, Nellie. Parker, Francis Robt., B.A. Robertson, Madge. Robinson, Wm. Francis, B.A. Ross, Clarissa Alexandra. Sidley, Henry Ragland, B.A. Sliter, Ernest Oscar, B.A. Smith, Arthur Henry, B.A. Spence, Nellie, B.A. Stratton, Alfred Wm., B.A. |
|---|---|---|

5. NUMBER OF PUBLIC SCHOOL TEACHERS' CERTIFICATES.

| THIRD, SECOND AND FIRST CLASS. | Male. | Female. | Total. |
|--|-------|---------|--------|
| Third Class, as per County Model School Report, p. 84 | 563 | 812 | 1375 |
| Second Class: | | | |
| From Ottawa Normal School | 69 | 133 | 202 |
| “ Toronto “ “ | 64 | 183 | 247 |
| Trained elsewhere | 3 | 2 | 5 |
| First Class | 32 | 7 | 39 |
| Total | 731 | 1137 | 1868 |

District Certificates.

| COUNTY OR DISTRICT. | Number of Candidates. | Number who obtained Certificates. |
|----------------------------|--------------------------|---|
| Prescott and Russell | 77 | 52 |
| Renfrew | 27 | 27 |

6.—LIST OF PROVINCIAL CERTIFICATES GRANTED BY THE EDUCATION DEPARTMENT.

| NAME. | GRADE. | | NAME. | GRADE. | |
|------------------------------|--------------|---------------|----------------------------|--------------|---------------|
| | First Class. | Second Class. | | First Class. | Second Class. |
| Strothers, Robert | C | | Brewer, Ina | | B |
| Wafer, Grace M | | B | Brebner, Jessie Duncan | | B |
| Bartlett, Francis | | A | Brown, Bessie | | B |
| Brown, Hattie | | A | Burger, Adda Cecilia | | B |
| Baker, Jessie Hamilton | | A | Butterworth, Flora Thomson | | B |
| Cox, Isabella | | A | Cameron, Isabella Ross | | B |
| Davis, Sarah Victoria | | A | Cameron, Maggie | | B |
| Devlin, Louise Albertina | | A | Carey, Zoe Charlotte | | B |
| Drake, Eva Muriel | | A | Cody, Susan | | B |
| Durdan, Annie | | A | Callaghan, Annie Elizabeth | | B |
| Ewing, Nina Alice | | A | Dunn, Margaret | | B |
| Fairbairn, Jane Purdon | | A | Foot, Mary | | B |
| Fleming, Maggie Amanda | | A | Fletcher, Isabella | | B |
| Goddard, Frances | | A | Fraser, Isabella | | B |
| Govenlock, Mary Elizabeth | | A | Fraser, Jennie | | B |
| Hillen, Martha Jane | | A | Galbraith, Kate | | B |
| Hicks, Amanda Eleanor | | A | Gordon, Elizabeth Johnston | | B |
| Hodgert, Constance Marion | | A | Gilmur, Maria | | B |
| Hanley, Minnie | | A | Hill, Jessie | | B |
| Hunter, Mary Christina | | A | Hunter, Mary | | B |
| Hutty, Margaret Ann Helena | | A | Hutton, Maria Rose | | B |
| Knott, Rose | | A | Innes, Belle | | B |
| Magladery, Judith | | A | Lawrence, Amelia Priscilla | | B |
| MacKay, Johanna | | A | Leeming, Jennie | | B |
| McKenzie, Kate | | A | Manning, Mary Elizabeth | | B |
| McConnell, Bella | | A | Mackenzie, Annie Cameron | | B |
| Mackay, Maggie Eleanor | | A | Mason, Annie | | B |
| MacKay, Elizabeth | | A | Norman, Maria Elizabeth | | B |
| McMaster, Mary Jane | | A | Noble, Florence | | B |
| McPhail, Margaret | | A | Percy, Mary Jane Atchison | | B |
| McDougall, Christina | | A | Price, Isabella Harriet | | B |
| Osborne, Jessie Murray | | A | Sanders, Francis Glinn | | B |
| Ptolemy, Bella | | A | Sanderson, Mina | | B |
| Price, Tamasine | | A | Slack, Carrie | | B |
| Reynolds, Mary Blanche | | A | Stevenson, Harriet Annie | | B |
| Scott, Margaret Isabella | | A | Thompson, Jane | | B |
| Savage, Hilda | | A | Thompson, Maggie | | B |
| Simpson, Annie | | A | Tyson, Lillie Elizabeth | | B |
| Sittington, Mary Elizabeth | | A | Verth, Kate | | B |
| Stuart, Annie Wilson | | A | Weber, Annie | | B |
| Smith, Louise Evelyn Astrea | | A | Wideman, Mary Augusta | | B |
| Thomas, Louy | | A | Williams, Jessie May | | B |
| Weylie, Sarah | | A | Yeo, Nora | | B |
| Welsh, Jessie Blake | | A | Armstrong, Annie Lorraine | | B |
| Anderson, Lewis Flint | | A | Harris, Nellie | | B |
| Chave, William John | | A | Miller, Margaret | | B |
| Campbell, Archie Louis | | A | Smithers, Maggie | | B |
| Copeland, William Stephen | | A | Edwards, Annie J | | B |
| Coleberry, William Andrew | | A | Wetherell, Fannie | | B |
| DeRose, William Charles | | A | Armstrong, James Alex | | B |
| Graham, John | | A | Balfour, George Charles | | B |
| Hudson, John Herbert | | A | Butchart, Thomas Robert | | B |
| Johnson, George Wesley | | A | Forsyth, Douglas | | B |
| Jeffrey, Solomon Hooper | | A | Fleming, John Howard | | B |
| Leary, Joseph Lincoln | | A | Gilmour, Neil | | B |
| Lamb, Webster Daniel | | A | Hackett, William Alex | | B |
| Mallott, Frederick Edwin | | A | Murphy, Michael | | B |
| McGregor, John | | A | Pegg, George Ernest | | B |
| McClenahan, Daniel Alexander | | A | Robinson, Thomas | | B |
| McGuffin, Victor | | A | Smith, Frank Ware | | B |
| Scott, Robert Hutchinson | | A | Tumoth, Alexander | | B |
| Simmons, William Charles | | A | Arnold, Eleanor | | A |
| Stewart, Thomas Henry | | A | Baker, Mary C | | A |
| Walden, Cornelius Walter | | A | Ballagh, Eliza | | A |
| Armstrong, Addie Jane | | B | Binney, Jennie | | A |
| Bell, Jennie | | B | Blair, Mary | | A |

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

| NAME. | GRADE. | | NAME. | GRADE. | |
|----------------------------|--------------|---------------|--|--------------|---------------|
| | First Class. | Second Class. | | First Class. | Second Class. |
| nd, Nellie..... | | A | Hiscocks, Nellie..... | | B |
| uis, Laura..... | | A | Hodges, Lillian M..... | | B |
| isholm, Jane Wallace..... | | A | Lane, Edith E..... | | B |
| nningham, Mary..... | | A | Lynch, Annie..... | | B |
| zner, Jennie E..... | | A | McEwen, Christina J..... | | B |
| an, Cassie..... | | A | McFeely, Christina Teresa..... | | B |
| uglas, Helen M..... | | A | McGregor, Margaret C..... | | B |
| ing, Emma..... | | A | McKelvey, Aggie W..... | | B |
| nning, Alice L..... | | A | McKinnell, Julia M..... | | B |
| nning, Jennie..... | | A | McLean, Mary H..... | | B |
| ster, Mary W..... | | A | Nugent, Belle..... | | B |
| rdon, Annie E..... | | A | O'Donoghue, Hattie..... | | B |
| aham, Alice..... | | A | Phelan, Mattie H..... | | B |
| ant, Catharine J..... | | A | Reilly, Maggie J..... | | B |
| gerty, Annie..... | | A | Rose, Nellie..... | | B |
| les, Eliza A..... | | A | Slocum, Mattie..... | | B |
| lpenny, Hattie..... | | A | Stanbury, Emma H..... | | B |
| nstridge, Elizabeth..... | | A | Walker, Letitia..... | | B |
| atcheson, Agnes, M. B..... | | A | Youman, Mary E..... | | B |
| ing, Ella..... | | A | Coltman, William H..... | | B |
| sie, Etta C..... | | A | Devitt, Thomas George..... | | B |
| tybell, Ella..... | | A | Ewing, William Campbell..... | | B |
| tybee, Etta..... | | A | Harns, Albert Edward..... | | B |
| ller, Jane..... | | A | Ingram, Robert..... | | B |
| hr, Bertha..... | | A | Johnston, George..... | | B |
| Eachern, Sarah..... | | A | Leith, John D..... | | B |
| Kay, Bessie..... | | A | Loftus, James..... | | B |
| Millan, Lottie..... | | A | Loney, John F..... | | B |
| Queen, Tina..... | | A | Morrison, John Joseph..... | | B |
| Robie, Maggie..... | | A | Nesbitt, Robert..... | | B |
| Brien, Frances A..... | | A | Patterson, Henry Joseph..... | | B |
| ilp, Josephine..... | | A | Perry, Robert D..... | | B |
| lph, Ellen E..... | | A | Wilson, Emerson B..... | | B |
| nwick, Maggie A..... | | A | Rees, Llewellyn..... | | B |
| hards, Bertha..... | | A | Veale, Rachel..... | | B |
| harrison, Susie..... | | A | McNulty, Michael..... | | B |
| wart, Grace M..... | | A | Arnold, Emma..... | | B |
| omson, Mary J..... | | A | Giles, Minnie..... | | B |
| man, Eliza..... | | A | Hamilton, Sarah..... | | B |
| ard, Zina M..... | | A | Keith, Margaret..... | | B |
| utts, Susie..... | | A | Pepper, Julia J..... | | B |
| stlake, Mary J..... | | A | Wallace, Annie..... | | B |
| ung, Minnie..... | | A | Ward, Mary E..... | | B |
| house, Melmoth W..... | | A | Garvin, John William..... | C | |
| dereson, Henry B..... | | A | Armstrong, Elizabeth A..... | | B |
| mpbell, Robert H..... | | A | Brough, Thomas Allardyce..... | A | |
| iott, James..... | | A | Seymour, William Frederick..... | A | |
| wan, Thomas J..... | | A | Elliott, John..... | B | |
| ant, James..... | | A | Lent, David Harman..... | B | |
| bbins, Robert Minor..... | | A | McJanet, Thomas..... | B | |
| liday, W. Arthur..... | | A | Sharman, George..... | B | |
| ttton, William A..... | | A | Walker, David Mackenzie..... | B | |
| ng, Levi..... | | A | Allingham, Thos. David..... | | II |
| mon, William E..... | | A | Ball, Francis James..... | | II |
| tlejohns, Ernest..... | | A | Baker, Walter Henry..... | | II |
| ke, John A..... | | A | Copeland, Lewis Apolos..... | | II |
| bes, William Henry..... | | A | Coleridge, Frank..... | | II |
| binson, Wellington..... | | A | Cowan, Hugh..... | | II |
| rderson, J. Francis W..... | | A | Currie, Peter Wm..... | | II |
| rie, Lizzie N..... | B | | Colton, John Bingham..... | | II |
| lder, Annie C..... | B | | Fowler, George S..... | | II |
| mpbell, Christina..... | B | | Forman, John Herbert W..... | | II |
| mpbell, Lizzie..... | B | | Glass, Thos. Alex..... | | II |
| gleson, Maggie..... | B | | Hughes, Francis Wm..... | | II |
| li, Emma..... | B | | Henry, Edwin Arthur (with honors)..... | | II |
| rold, Jessie..... | B | | Holt, James Edward..... | | II |

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

| NAME. | GRADE. | | NAME. | GRADE. |
|------------------------------|--------------|---------------|-----------------------------|--------|
| | First Class. | Second Class. | | |
| Harrison, N. Fletcher | | II | Luke, Anna Deveraux | |
| Jones, William Henry | | II | Lee, Grace | |
| Jackson, James | | II | Martin, Essy | |
| Jordan, Alex. Austin | | II | Martin, Annie | |
| Lipsey, Rich. M. | | II | Mulveney, Minnie | |
| Lane, Gordon Alex. | | II | McManamy, Melania | |
| Lawrence, Wm. Allan | | II | McDougall, Annie Christina | |
| Meek, Robt. | | II | McClelland, Elizabeth | |
| McIver, John | | II | Macgregor, Tina | |
| McArthur, Peter Alex. | | II | Macfarlane, Minnie Jardine | |
| McNeill, Angus B. | | II | McArthur, Margaret B. | |
| Putman, John Harold | | II | McLam, Lydia | |
| Painter, Arthur J. | | II | McKenzie, Margaret Ann | |
| Sims, Thos. Chapman | | II | O'Byrne, Margaret Ellen | |
| Smith, Dan'l Carmichael | | II | Peters, Lauretta Viola | |
| Sherwood, Geo. Fred. J. | | II | Patterson, Jennie Murray | |
| Taylor, John | | II | Patterson, Helen | |
| Adam, Margaret Brown | | II | Reid, Sara | |
| Anderson, Alice Agnes | | II | Rutherford, Ella | |
| Alexander, Isabella Alberta | | II | Roberts, Lilian Elmira | |
| Abraham, Annie Rosilia | | II | Rogers, Dora | |
| Brillinger, Mary Agnes | | II | Reynolds, Bernice Howard | |
| Beattie, Euphemia | | II | Sullivan, Catherine | |
| Brown, Mary | | II | Smith, Emma Scott | |
| Bowes, Margaret | | II | Shanahan, Mary Frances | |
| Brighty, Maria | | II | Shearman, Kathleen Maud | |
| Breen, Margaret | | II | Short, Annie Augusta | |
| Bain, Annie | | II | Soper, Lovena | |
| Bell, Louise Hannah | | II | Stacey, Eva | |
| Broddy, Margaret | | II | Taylor, Jessie | |
| Binnie, Margaret | | II | Tyrrell, Margaret Josephine | |
| Blair, Agnes | | II | Townsend, Annie Louisa | |
| Corrigan, Tamar Daisy | | II | Teeter, Eva | |
| Caldwell, Jane Anne | | II | Verth, Annie | |
| Campbell, Ella | | II | Wickham, Marian A. J. | |
| Currie, Laura Mary | | II | White, Alice | |
| Crossen, Sara | | II | Wilson, Bertha | |
| Cook, Lucilla | | II | Wilson, Elizabeth | |
| Coulter, Ella Jane | | II | Wickett, Edith | |
| Carmichael, Bella Augusta E. | | II | Allan, Thorburn | |
| Craib, Isabella | | II | Armstrong, James W. | |
| Carrow, Charity Carletta | | II | Bolton, Benj. F. | |
| Dundass, Margaret Annie | | II | Cameron, Laughlin G. | |
| Duff, Annie Isabella | | II | Campbell, James | |
| Eccleston, Abbie | | II | Colling, Edwin L. | |
| Fraser, Agnes Gertrude | | II | Cronin, Thos. J. | |
| Foster, Minnie | | II | Day, Geo. E. | |
| Gordon, Elizabeth Maxwell | | II | Dempsey, James A. | |
| Gordon, Mabel | | II | Eldon, Robt. H. | |
| Gordon, Jane Piper | | II | Groh, Sylvanus | |
| Gordon, Elizabeth Ann | | II | Hall, Zach. A. | |
| Grier, Letitia | | II | Heeney, Thos. J. | |
| Gladman, Caroline E. | | II | Lewis, James Oscar | |
| Griesbach, Emma | | II | Meiklejohn, Geo. A. | |
| Holmes, Mary Louisa | | II | Milne, Wm. A. | |
| Holmes, Frances Ann | | II | McCrack, John A. | |
| Harrington, Lilly C. | | II | McCullough, Geo. F. | |
| Hazen, Matilda | | II | McDonald, Thos. E. | |
| Hardy, Susan | | II | McGahey, Robt. J. | |
| Harding, Alice Annie | | II | McIntyre, Alex. | |
| Hay, Gertrude Annie | | II | McMillan, Donald | |
| Harris, Josephine | | II | Noonan, James T. | |
| Inglis, Nancy | | II | North, Edwin | |
| Laidlaw, Jean | | II | Philp, Fred. C. | |
| Loosley, Catherine Mary | | II | Pilkey, Peter Joseph | |
| Livingstone, Elizabeth Maud | | II | Purdy, Victor M. | |

LIST OF PROVINCIAL CERTIFICATES.—*Continued.*

| NAME. | GRADE. | | NAME. | GRADE. | |
|------------------------|--------------|---------------|---------------------------------------|--------------|---------------|
| | First Class. | Second Class. | | First Class. | Second Class. |
| ussell, John W. | | II | Linklater, John Chas. | C | |
| earer, Norman | | II | Manning, Albert Edward | C | |
| oults, Adam | | II | Marty, Aletta | C | |
| yder, Alva George | | II | Moore, Addison Edgar | C | |
| ewart, Robt. | | II | Norrish, Enos John | C | |
| acey, Allan D | | II | Oldham, Maria | C | |
| nderhill, James A. | | II | Pattee, Mrs. Ada | C | |
| an Zandt, Dexter A | | II | Preston, Emeline Augusta | C | |
| ard, Henry | | II | Rogers, Joseph Whyte | C | |
| arren, Herman E | | II | Shine, Timothy Warren | C | |
| ult, Jennie M | | II | Simmons, James Wilson | C | |
| enson, Harriet | | II | Sing, Rebecca Louise | C | |
| ond, Leonora | | II | Smith, Arthur Henry | C | |
| ash, Alice L. | | II | Smith, James Harvey | C | |
| allen, Margaret | | II | Smith, Thos. C. | C | |
| ampbell, Annie | | II | Nesbit, David Ashton | C | |
| ambers, Annie M. | | II | Baker, Samuel | | II |
| nisholm, Emma M. | | II | Murray, Grace | | B |
| arke, Annie S. | | II | Shine, Maggie | | B |
| lladay, Susan | | II | Miller, Arnoldus | B | |
| utts, Rachael J. | | II | Ross, Catharine E | | II |
| rosbie, Elizabeth | | II | Varley, Frederick W | | II |
| rysdale, Saisy | | II | Clark, William | B | |
| uffy, Rose | | II | Elliott, John | A | |
| nglish, Sara E | | II | Smith, Malcolm M. | | II |
| erie, Mary | | II | Stewart, Henry | | II |
| eming, Jennie | | II | Fenwick, Euphemia A | | II |
| eming, Minnie | | II | Hemphill, Anna | | II |
| urley, Minnie | | II | Lynch, Bessie | | II |
| ray, Jennie | | II | Milloy, Mary A | | II |
| amilton, Jessie L. | | II | MacLennan, Mary | | II |
| arold, Adelaide | | II | Sinclair, Arthur H | A | |
| ughes, Annie L | | II | <i>Non-Professional.—First Class.</i> | | |
| enan, Josephine | | II | Annis, Mary | A | |
| unro, Margaret | | II | Boyes, Robert | A | |
| urphy, Anastasia | | II | Eldon, Robert H | A | |
| clntyre, Bessie Hay | | II | Odell, Albert | A | |
| ckKerracher, Mary | | II | Brown, Malcolm D | B | |
| ckRae, Jessie | | II | Mather, Oliver T. | B | |
| ven, Sarah | | II | McIntyre, Alexander | B | |
| illips, Alice M. | | II | Asher, James | C | |
| ckering, Mrs. Emily J. | | II | Anderson, George | C | |
| cket, Eliza M. | | II | Boyle, Thomas | C | |
| well, Minnie | | II | Bowman, Allan | C | |
| dley, Sara | | II | Bishop, Minnie | C | |
| lston, Emma | | II | Campbell, Angus | C | |
| ekman, Florence A | | II | Charlesworth, John William | C | |
| aw, Lydia Emma | | II | Chown, Hattie L. | C | |
| nelair, Christina | | II | Cooper, Sophia | C | |
| ammelen, Josephine | | II | Cummings, James A | C | |
| ewart, Catherine | | II | Currie, Peter W | C | |
| roop, Susan | | II | Dandeno, James Brown | C | |
| mkins, Elizabeth A. | | II | Fallis, Wilbert A | C | |
| atson, Irene | | II | Faul, Joseph Horace | C | |
| ung, Martha | | II | Frazer, Franklin William | C | |
| win, William | A | | Fuller, Lizzie | C | |
| lan, Thomas | B | | Furlong, Thomas H | C | |
| light, Wm. Whittington | B | | Gundry, Arthur Presland | C | |
| ather, Oliver Thos. | B | | Harrington, Florence | C | |
| kenham, William | B | | Harrison, M. Louise | C | |
| nderson, George | C | | Heeney, Thomas Francis | C | |
| arlesworth, John Wm. | C | | Higginson, Maria A. | C | |
| own, Harriet Louise | C | | Howard, Oswald Wilfrid | C | |
| awford, Martha | C | | Hughes, Francis William | C | |
| urvey, James Albert | C | | Hughes, Jacob E | C | |
| hnston, George | C | | | | |

LIST OF PROVINCIAL CERTIFICATES.—*Concluded.*

| NAME. | GRADE. | | NAME. | GRADE. | |
|--------------------------------|--------------|---------------|--------------------------------|--------------|---------------|
| | First Class. | Second Class. | | First Class. | Second Class. |
| Jones, James Edward | C | | Reid, Thomas A. | C | |
| Jordan, Alexander Austin | C | | Reynolds, Aaron Kilbourn | C | |
| Jory, Edward Newton | C | | Rose, Wilbur Salathiel | C | |
| Laidlaw, Jennie Robson | C | | Rush, M. Leslie | C | |
| Linklater, John Charles | C | | Sharman, Alice R. | C | |
| Lyall, William Edward | C | | Simpson, Wm. John | C | |
| Manning, Albert Edward | C | | Sims, Thomas Chapman | C | |
| Marty, Aletta | C | | Sing, Rebecca Louise | C | |
| Murray, Elizabeth | C | | Spence, John | C | |
| MacLean, Allan Edmund | C | | Stalker, Annie | C | |
| McDougall, Kate | C | | Stephens, John | C | |
| McMahon, Henry C. | C | | Taylor, John | C | |
| McNevin, Angus | C | | Tennant, Mabel | C | |
| McNiece, James | C | | Thompson, Robert | C | |
| Naismith, Janet | C | | Weaver, Richard Leigh | C | |
| Pattee, Mrs. Ada | C | | Willson, Alice | C | |
| Preston, Eveline Augusta | C | | McKay, John | C | |

KINDERGARTEN CERTIFICATES.

Directors.

Browne, Frances Ada.
Bowman, Augusta.
Boyditch, Florence.
Birkenshaw, Kate.
Chisholm, Janet Robertson.
Coleman, Elizabeth.
Clark, Edith.
Campbell, Ross.
Currie, Louise.
Dawkins, Edith A.

Dawkins, Florence.
Evans, M. E.
Fortune, Annie M.
Gould, Carrie.
Henderson, Annie.
Johnson, Emma.
Lawson, Caroline.
McKean, Mary Ellen.
Nudel, Elma Bruce.

Paterson, Maude.
Robertson, Jessie.
Ramsay, Margaret.
Rankin, Kate.
Savage, Bertha.
Turnbull, Louie.
Wirchester, Myra M.
Walton, Daisy.
Young, Jessie R.

Assistants.

Armstrong, Ida.
Boulton, Louie.
Bain, Fanny.
Boyd, Martha.
Breckenridge, H.
Chilman, Olive.
Darcey, Tessie.
Duff, E. L.
Fleck, Margaret H.

Glassford, Jessie E.
Gowans, Mary.
Hardie, Jessie B.
Hegler, Emily A.
Howard, Carrie.
Hunt, Ella.
Johnstone, L.
Mingay, Eva.
McKindrey, Mabel.

McPhail, Helen E.
Nunn, Daisy.
Petrie, Eliza.
Ross, May.
Readman, Edith.
Thompson, Lillie K.
Turnbull, Jeannie.
Wilson, Charlotte.
Walton, Helen.

7. TEMPORARY AND EXTENDED CERTIFICATES ISSUED DURING 1887.

| COUNTIES. | Temporary Certificates authorized by the Minister of Education during the year 1887. | Third Class Certificates extended by the Minister of Education during the year 1887. |
|-----------------------------------|---|---|
| Bruce | 1 | 3 |
| Carleton | 12 | 6 |
| Dundas | 1 | 1 |
| Durham | | 1 |
| Elgin | | 2 |
| Essex | 17 | 5 |
| Frontenac | | 1 |
| Glengarry | 6 | 16 |
| Grenville, Leeds | 6 | 3 |
| Grey | 16 | 8 |
| Haliburton | | 1 |
| Halton | 1 | |
| Hastings | 8 | |
| Kent | 2 | 3 |
| Lambton | | 1 |
| Lanark | | 4 |
| Leeds | | |
| Lennox and Addington | | 3 |
| Lincoln | 1 | 2 |
| Middlesex | | 2 |
| Norfolk | 3 | 25 |
| Northumberland | 13 | 3 |
| Peel | 1 | 1 |
| Peterborough | 1 | |
| Prescott and Russell | 2 | |
| Simcoe | 4 | 7 |
| Stormont | 8 | 10 |
| Victoria | 1 | 1 |
| Waterloo | 1 | |
| Welland | | 2 |
| Wellington | 2 | |
| Wentworth | | 1 |
| York | 3 | 1 |
| Districts | 20 | 1 |
| Eastern Ontario R. C. S. S. | 1 | 3 |
| Western | 2 | 9 |
| Total, 1887 | 135 | 126 |
| “ 1886 | 259 | 203 |
| Decrease, 1887 | 124 | 77 |

Of those receiving Temporary Certificates in 1887, 66 had previous experience in teaching.

Of the 126 teachers whose Third Class Certificates were extended, 7 had attained Second Class non-professional standing. The periods of previous service were:—

| | |
|-----------------------------|----|
| Three years and under | 55 |
| Four to six years | 37 |
| Seven years and over | 34 |

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APPENDIX H.—*SUPERANNUATED TEACHERS, TEACHERS WITH-
DRAWING FROM THE FUND.*

1. SUPERANNUATED TEACHERS.

(CONTINUED FROM LAST REPORT.)

Allowances granted during 1887.

| No. | NAME. | Age. | Years of Teaching in Ontario. | Amount of Superannuation Allowance. |
|-----|-------------------------------|------|-------------------------------|-------------------------------------|
| | | | | \$ c. |
| 801 | James Maxwell | 50 | 18½ | 111 00 |
| 802 | Andrew Allison..... | 52 | 18½ | 135 00 |
| 803 | Adam Morton | 60½ | 34 | 238 00 |
| 804 | Wm. Ferguson..... | 65 | 33 | 214 00 |
| 805 | Alicia Hickie | 56 | 32½ | 237 50 |
| 806 | A. C. Osborne | 51 | 28½ | 197 50 |
| 807 | George Rickey | 60½ | 31½ | 189 00 |
| 808 | Jonathan Holmes | 60 | 32 | 209 00 |
| 809 | Duncan Robertson | 65 | 32 | 211 00 |
| 810 | Joseph Ryle | 61½ | 22 | 151 50 |
| 811 | Cyrus Coombe | 26 | 7 | 48 00 |
| 812 | A. J. McKinnon | 50½ | 22½ | 135 00 |
| 813 | Alex. Fraser | 50 | 23 | 157 50 |
| 814 | A. O. Bethune | 64 | 4 | 24 00 |
| 815 | Samuel Attridge | 37 | 11½ | 77 00 |
| 816 | Alexander Stephen | 50 | 30 | 199 00 |
| 817 | *Wm. Kerr Nesbitt | 61 | 25½ | 166 50 |
| 818 | *J. K. Redmond | 52 | 22½ | 144 50 |
| 819 | *Joseph Lyons | 53½ | 29½ | 177 00 |
| 820 | *Lewis Keely..... | 60 | 27½ | 165 00 |
| 821 | *Donald N. McLean | 50 | 20 | 120 00 |
| 822 | *Jno. Donaldson | 50 | 25 | 150 00 |
| 823 | *John Woodhouse..... | 70 | 30 | 198 00 |
| 824 | *J. W. Armstrong | 49 | 25 | 175 00 |
| 825 | *Sarah M. Hamilton | 45 | 22½ | 157 50 |
| 826 | *Meade N. Wright | 53 | 25½ | 178 50 |
| 827 | *Christiana M. Robertson..... | 58 | 27 | 170 00 |
| 828 | *Ellen Dwyer | 45 | 19½ | 131 50 |
| 829 | *Archibald Andrew | 55 | 26 | 1 |

*First payment to commence with January, 1888.

(2) *Summary for Years 1876 to 1887.*

| YEAR. | No. of Teachers on List. | Expenditure for the year. | Gross contributions to the fund. | Amount refunded to Teachers. |
|------------|--------------------------|---------------------------|----------------------------------|------------------------------|
| | | \$ c. | \$ c. | \$ c. |
| 1876 | 266 | 31,768 82 | 12,647 25 | 1,252 83 |
| 1877 | 293 | 35,484 35 | 14,283 25 | 1,576 07 |
| 1878 | 339 | 41,318 95 | 13,767 12 | 1,591 64 |
| 1879 | 360 | 43,774 50 | 14,064 84 | 2,237 79 |
| 1880 | 391 | 48,229 13 | 15,816 45 | 3,252 92 |
| 1881 | 399 | 49,129 83 | 14,197 75 | 2,872 13 |
| 1882 | 422 | 51,000 00 | 13,501 08 | 3,660 10 |
| 1883 | 422 | 51,500 00 | 12,515 50 | 3,763 01 |
| 1884 | 443 | 54,233 93 | 15,802 50 | 4,037 59 |
| 1885 | 423 | 55,003 09 | 11,525 50 | 10,593 30 |
| 1886 | 440 | 58,791 37 | 18,095 29 | 6,046 05 |
| 1887 | 454 | 58,295 33 | 1,489 00 | 3,815 80 |

2.—TEACHERS WHO WITHDREW THEIR SUBSCRIPTIONS FROM THE FUND DURING 1887.

| Counties. | No. | Counties. | No. |
|----------------------------|-----|----------------------------|-----|
| Brant | 1 | Middlesex | 17 |
| Bruce | 9 | Norfolk | 5 |
| Carleton | 4 | Northumberland | 5 |
| Dufferin | 1 | Ontario | 9 |
| Dundas | 7 | Oxford | 13 |
| Durham | 2 | Peel | 4 |
| Elgin | 4 | Perth | 6 |
| Essex | 6 | Peterborough | 3 |
| Frontenac | 6 | Prescott and Russell | 5 |
| Glengarry | 1 | Prince Edward | 1 |
| Grenville | 1 | Renfrew | 3 |
| Grey | 4 | Simcoe | 15 |
| Haldimand | 1 | Stormont | 2 |
| Haliburton | 1 | Victoria | 4 |
| Halton | 3 | Waterloo | 3 |
| Hastings | 5 | Welland | 1 |
| Huron | 5 | Wellington | 10 |
| Kent | 9 | Wentworth | 6 |
| Lambton | 8 | York | 8 |
| Lanark | 2 | Algoma | 1 |
| Leeds | 7 | Muskoka | 1 |
| Lennox and Addington | 2 | | |
| Lincoln | 7 | | |
| | | Total | 218 |

APPENDIX I.—INSPECTION OF SCHOOLS.

1. PUBLIC SCHOOL INSPECTION.

(1) *List of Inspectors.*

| NAME. | JURISDICTION. | POST OFFICE. |
|---|--|-----------------|
| Donald McDiarmid, M.D. | Glengarry | Athol. |
| Alexander McNaughton | Stormont | Cornwall. |
| Arthur Brown | Dundas | Morrisburg. |
| William J. Summerby | Prescott and Russell | Russell. |
| Odilon Dufort (Assistant for French Schools) | " | Curran. |
| Archibald Smirle | Carleton | Ottawa. |
| Wm. Johnston, M.A. | Leeds, No. 1 | Farmersville. |
| Robert Kinney, M.D. | " No. 2 | Brockville. |
| Rev. George Blair, M.A. | " No. 3, and Grenville | Prescott. |
| Frank L. Michell, M.A. | Lanark | Perth. |
| Robert George Scott, B.A. | Renfrew and District of Nipissing | Pembroke. |
| William Spankie, B.A., M.D. | Frontenac | Kingston. |
| Frederick Burrows | Lennox and Addington | Napanee. |
| William MacKintosh | North Hastings | Madoc. |
| John Johnston | South Hastings | Belleville. |
| Gilbert D. Platt, B.A. | Prince Edward | Pictou. |
| Edward Scarlett | Northumberland | Cobourg. |
| William E. Tilley, M.A. | Durham | Bowmanville. |
| James Coyle Brown | Peterboro' | Peterboro'. |
| Charles D. Curry, B.A. | Haliburton | Minden. |
| James H. Knight | East Victoria | Lindsay. |
| Henry Reazin | West Victoria | Linden Valley. |
| James McBrien | Ontario | Prince Albert. |
| A. B. Davidson, B.A. | North York | Newmarket. |
| David Fotheringham | South York | Toronto. |
| Donald J. McKinnon | Peel | Brampton. |
| James C. Morgan, M.A. | North Simcoe | Barrie. |
| Rev. Thomas McKee | South Simcoe | Barrie. |
| Isaac Day | Simcoe No. 3 and District of Muskoka | Orillia. |
| J. Scott Deacon | Halton | Milton. |
| Joseph H. Smith | Wentworth | Ancaster. |
| Michael Joseph Kelly, M.D. | Brant | Brantford. |
| James B. Grey | Lincoln | St. Catharines. |
| James H. Ball, M.A. | Welland | Thorold. |
| Clarke, Moses | Haldimand | Caledonia. |
| J. J. Wadsworth, M.A., M.B. | Norfolk | Simcoe. |
| William Carlyle | Oxford | Woodstock. |
| Thomas Pearce | Waterloo | Berlin. |
| David P. Clapp, B.A. | North Wellington | Harrison. |
| J. J. Craig | South Wellington | Fergus. |
| Nathaniel Gordon | Dufferin | Orangeville. |
| Thomas Gordon | West Grey | Owen Sound. |
| Andrew Grier | East Grey | Thornbury. |
| Neil W. Campbell | South Grey | Durham. |
| William Alexander | Perth | Stratford. |
| Donald McG. Malloch | North Huron | Clinton. |
| John Elgin Tom | South Huron | Exeter. |
| W. S. Clendening | East Bruce | Walkerton. |
| Alexander Campbell | West Bruce | Kincardine. |
| John Dearness | East Middlesex | London. |
| Joseph S. Carson | West Middlesex | Strathroy. |
| Welbern Atkin | Elgin | St. Thomas. |
| W. H. G. Colles | East Kent | Chatham. |
| Wilmot M. Nichols, B.A. | West Kent | Blenheim. |
| Charles A. Barnes, B.A. | Lambton, No. 1 | Forest. |
| John Brebner | Lambton, No. 2 | Sarnia. |
| Theodule Girardot | Essex, No. 1 | Sandwich. |
| David A. Maxwell | Essex, No. 2 | Amherstburg. |
| Donald McCaig | District of Algoma | Collingwood. |

List of Inspectors.—Continued.

| NAME. | JURISDICTION. | POST OFFICE. |
|--------------------------------|-------------------------|----------------|
| Rev. George Grant, M.A. | District of Parry Sound | Parry Sound. |
| Rev. R. Torrance | City of | Guelph. |
| W. H. Ballard, M.A. | " | Hamilton. |
| W. G. Kidd | " | Kingston. |
| J. B. Boyle | " | London. |
| John C. Glashan | " | Ottawa. |
| John McLean | " | St. Thomas. |
| James L. Hughes | " | Toronto. |
| Rev. A. McColl | Town of | Chatham. |
| Rev. Robert Rodgers | " Collingwood | Owen Sound. |
| Rev. George Washington | " Meaford | Thornbury. |
| Rev. James Gordon, M.A. | " | Niagara Falls. |
| Rev. S. H. Eastman | " | Oshawa. |
| James Stratton | " | Peterboro'. |
| Thomas Hilliard | " | Waterloo. |
| Richard Harcourt, B.A., M.P.P. | " | Welland. |
| J. C. Patterson, M.P. | " | Windsor. |

NOTE.—Other cities and towns are under the Inspectors of their respective districts.

Roman Catholic Separate School Inspectors.

James F. White, Toronto.

Cornelius Donovan, M.A., Hamilton.

County Model School Inspector.

John J. Tilley, Toronto.

High School Inspectors.

John E. Hodgson, M.A., Toronto.

John Seath, B.A., Toronto.

Inspector of Normal Schools and Director of Teachers' Institutes.

James A. McLellan, LL.D., Toronto.

(2) Extracts from Reports of Public School Inspectors.

COUNTY OF DUNDAS.

Extract from Report of Arthur Brown, Esq., Inspector.

A consideration of the tables that follow, giving a comparison of the last four years' results will, I think, justify the claim that the year 1886 has been a most successful one for the schools of this county.

The receipts and expenditure for school purposes show a regular increase since 1883:

| | 1883. | 1884. | 1885. | 1886. |
|-------------------|-------------|-------------|-------------|-------------|
| Receipts..... | \$32,184 20 | \$32,638 45 | \$34,797 38 | \$36,053 13 |
| Expenditure | 28,596 18 | 29,085 20 | 31,822 63 | 32,430 03 |

That this increase has not all been in the way of improvement of school premises is evident from the increase of amounts paid for teachers' salaries :—

| | 1883. | 1884. | 1885. | 1886. |
|------------------------------|-------------|-------------|-------------|-------------|
| Paid teachers | \$21,793 12 | \$22,602 21 | \$25,269 64 | \$25,456 43 |
| Average salary of teachers.. | 266·91 | 296·41 | 309·07 | 306·09 |

The slight decrease in the average salary for 1886 is accounted for by the opening of additional departments in large schools previously taught by one person, and the employment in these additional departments of teachers holding primary certificates, but at low salaries.

It is worthy of note that while in 1883 the number of male was very nearly equal to that of female teachers, the proportion of male teachers has since very materially declined, yet *the average salary has increased*. This leads to the conclusion that the salaries of female teachers have increased, and the following figures show that the conclusion is correct, and that the salaries of female have advanced about 20 per cent. in four years, while those of male teachers have advanced only a little over 11 per cent. :—

| | 1883. | 1884. | 1885. | 1886. |
|----------------------------------|----------|----------|----------|----------|
| Average salary of male teachers. | \$317 50 | \$350 57 | \$359 21 | \$352 04 |
| “ female “ .. | 216 33 | 242 26 | 258 94 | 260 15 |
| Number of male teachers..... | 42 | 38 | 34 | 39 |
| “ female “ | 45 | 50 | 56 | 53 |
| Total..... | 87 | 88 | 90 | 92 |

The next table shows that the increase of remuneration to teachers has only kept pace with the advance in the standing of the individuals themselves :—

| | 1883. | 1884. | 1885. | 1886. |
|-------------------------------|-------|-------|-------|-------|
| First class certificates..... | 1 | 1 | 6 | 4 |
| Second “ “ | 10 | 18 | 22 | 20 |
| Third “ “ | 53 | 61 | 59 | 67 |
| Interim “ | 24 | 6 | 3 | 1 |

It is but fair to explain that the interim certificates in 1885 and 1886 were given only for very brief periods, and only to supply the places of persons unexpectedly incapacitated. Further, twenty-one of the sixty-seven third-class teachers in 1886, held non-professional seconds.

The increasing efficiency of the work done in the schools of the county may be estimated from the number of pupils who have passed the entrance examinations, and for this purpose the table below shows the numbers, commencing with the year 1882, a year prior to the introduction of our uniform and promotion examinations referred to further on :—

| | 1882. | 1883. | 1884. | 1885. | 1886. |
|--|-------|-------|-------|-------|-------|
| Number passed entrance | 45 | 78 | 84 | 127 | 172 |
| | Yrs. | Yrs. | Yrs. | Yrs. | Yrs. |
| Average age of candidates who passed.... | 14·7 | 14·7 | 14·4 | 14·7 | 14·4 |

The average number of days that the schools were kept open in 1886 was somewhat lower than for 1885 ; but the average and aggregate attendance were higher than in any previous year :—

| | 1883. | 1884. | 1885. | 1886. |
|-------------------------------------|---------|---------|---------|---------|
| Average No. days schools were open. | 196 | 191·5 | 203·5 | 201·4 |
| Aggregate attendance..... | 504,360 | 498,830 | 507,302 | 542,122 |
| Average “ | 2,314·4 | 2,269·9 | 2,338·7 | 2,505·4 |

The returns of the number of resident children between five and twenty-one years of age, and those of the same age enrolled, present some peculiarities:—

| | 1883. | 1884. | 1885. | 1886. |
|-------------------------------------|-------|-------|-------|-------|
| Number children 5-21, resident..... | 5,252 | 5,219 | 6,197 | 6,464 |
| “ “ 5-21, on register... | 5,177 | 5,110 | 5,214 | 5,466 |

According to these figures, the number entered on the registers in 1883 included all the residents but seventy-five, while in 1886 there were 1,000 (lacking two), more residents than pupils enrolled, although the number of the latter has been increasing year by year. There seems to be little doubt that the trustees' returns of residents for 1883 and 1884 were mere guesses. Their reports as to the number of children between seven and thirteen not attending any school are equally unreliable. The number of those of that age reported as attending less than 110 days may be depended upon as correct, because that is made up from the attendance recorded in the registers:—

| | 1883. | 1884. | 1885. | 1886. |
|--|-------|-------|-------|-------|
| Number of children 7 to 13 not attending any school..... | 61 | 61 | 98 | 60 |
| Number 7 to 13 attending less than 110 days..... | 1,411 | 1,509 | .... | .... |
| Number 7 to 13 attending less than 100 days..... | .... | .... | 1,419 | 1,321 |

To sum up then, the indications of progress are: (1) increased expenditure by trustees for school purposes; (2) better salaries for teachers; (3) higher grades of certificates; (4) more candidates passing entrance, year by year, and (5) increased attendance of pupils at the schools. Much of this advancement, I feel certain, is due to the system of written examinations referred to above, held near the end of the year, simultaneously in all the schools of the county, at which all the pupils from the second to the fourth class inclusive write, and by which the standing of each pupil, each class, and each school is ascertained, and promotions made. The results are published and every trustee board has an exact indication of the work done by pupils and teachers, year by year.

The most serious defect in connection with our schools at present, is, I conceive, the short period of service or, in other words, the *shortness of the professional life of the teacher*. Many of the most efficient ones cannot be expected, under present circumstances, to rise above the standing of third class certificates, since it requires all their spare time during a three-years' term, to keep up with the three-years advance in the character and requirements of third class examinations. The consequence is that after passing that examination twice or thrice, and finding themselves no nearer a permanent qualification, they abandon the profession at the very time when, by their experience they have become most useful, and others without experience take their place to follow up the same course. If teachers holding second class certificates remained in the profession, the evil would of course be gradually remedied, but experience shows that a large percentage of these find better remuneration in other callings. A few years ago, the average length of service of the teachers of this county was three and a quarter years; the average for the Province now, would surprise many by reason of the shortness of the period.

Instead of virtually driving many excellent instructors from the profession would it not be better to encourage them to remain by enacting that when teachers of six years' experience shall have successfully passed the third class examination three times since the papers have been read in Toronto, they may be allowed to attend a Normal School, and obtain a permanent third class certificate, confined to a county. The giving of extended certificates is founded in injustice, and only leads to abuses, since these extensions are given, not to the efficient individuals, but to those who are *unable* to pass the required examinations. The plan here proposed would award simply justice to a most deserving

class of teachers. Surely, if a candidate who barely passes the non-professional second class examination and after one year's experience in teaching, may attend a Normal School, and get a certificate for life, something more should be conceded the successful third class teacher, after six or twelve years' experience, than compelling him to pass the third class examination every three years for the remainder of his life.

COUNTY OF HALTON.

Extract from Report of J. S. Deacon, Esq., Inspector.

Inspection.—Eighty-eight schools and departments were in operation during the first half and eighty-six during the second half year. In accordance with the Statutes, I visited every school and department at *least once* during each half year. Altogether, including supplementary or special visits, 192 visits of inspection were made by me during the year. The time of my *first* visit to each school was spent chiefly in *oral* and written examinations; that of the *second* in witnessing the teacher's management of the school. During the same time I made extensive notes on the condition of the school premises, apparatus, order, discipline, methods of teaching and general management. At each visit, I spent from one-fourth to one-third of my time in teaching some of the regular classes, or in an attempt to awaken thoughtfulness by a variety of questions on "general information."

During the winter term, by exercising the 3rd and 4th classes in writing out *notes, accounts, receipts, due bills, orders and business letters*, I sought to encourage such practical teaching as would enable the vast number of pupils (who will never reach the High School) to grapple successfully with ordinary business in agricultural, mechanical or commercial pursuits. My aim has been directed not so much to find out what pupils *know*, as to find out what they *can do*, how they are learning, and what *use* they can make of the knowledge they have obtained. Do they memorize thoughtlessly and get a *confused knowledge* which is worse than useless to them, or do they *think, reason and compare*? Are they able to reproduce neatly, in their own language, the ideas obtained from the teacher or from the text book? How much of what they are learning can be utilized in the "battle of life?" Are their faculties being educated and strengthened? These are a few of the important questions that are answered *indirectly* at every inspection.

Although we have many subjects on our programme of *studies*, the three R's engross chief attention.

Reading should be the best taught subject in our Public Schools, for it is the key to the vast storehouse of knowledge that may be acquired in other branches when school days are over. More time and attention should be given to this subject in the lowest class. If *taught properly* at first, the time will be more than gained in the later stages. Excellent results have been obtained in a few schools where the phonic and word methods are combined. Few subjects stamp the teachers' success or failure so clearly as reading. In one school the reading is valued at 100 per cent. for all classes; in another that I could name, it is almost *nil*, in every class. The average shows fair progress in this subject.

Writing.—On my last round of inspection I examined carefully every copy book used in the school, and referred to the importance of neatness and accuracy. The highest average in any school was 78 per cent., the lowest 20 per cent. and the average for the County 55 per cent., a gain of 20 per cent. over that of 1885.

Arithmetic.—So far as book-work is concerned, arithmetic is well taught in the majority of our schools. The power to *apply* the knowledge thus obtained to the solution of practical problems is not so well developed. A number of schools are remarkable for the neat and methodical way in which problems are solved and placed

upon the blackboard, slate or paper. Several classes have made rapid progress in *Mental Arithmetic*; others—little or none. Teachers, in rural schools of one room, commonly complain of lack of time for teaching this branch. I have advised that one-half or one-third of the time allotted to slate Arithmetic be given to Mental—pupils placing only the answers on slates. Pupils can *think* more rapidly than they can *write*, hence time would be gained by the change. Every step learned in rote or mechanical work should be at once applied to the solution of easy problems.

Language Lessons have taken, to a large extent, the place of formal Grammar. The change has been attended with excellent results. Pupils have made rapid progress in acquiring a practical knowledge of "how to speak and write correctly."

Spelling.—The high standing, reported last year, has been maintained. It is to be regretted, however, that a few teachers *test* by *oral* spelling, in order "to save time." Spelling by dictation is a more rational method and secures better results.

Drawing is well taught in graded schools and in a *few* of the rural schools: *excellent* work is done by the 4th classes, especially by those preparing for H. S. Entrance. The work done by the 2nd and 3rd classes is fair; but the work assigned to the first classes is badly done or wholly neglected in many of the rural schools.

Music is a *recreation*. It has a refining influence and should be taught in every school. Second class teachers receive a training in this subject at a Normal School, and it is under consideration to make the study compulsory at County Model Schools. Eighteen rural schools and fifteen departments in *urban* schools report music as being taught.

Composition receives a fair share of attention. Great improvement has been made in the teaching of this subject. Instead of asking pupils to write something about a subject of which they know nothing, a story is told or read to them and they give the substance of it orally or in writing. They read their lesson and write a summary of it, or they study their History, Geography, etc., and write an epitome of it in their own language.

Miscellaneous.—It may be inferred from the foregoing that the subjects of study interlace—that one may be made a complement of the other. An intelligent, trained teacher will make every recitation a lesson in Grammar and Composition (*oral* or *written*). Every written exercise, under proper guidance, will afford improvement in writing. Extensive reading and copying correct forms will improve the pupil in Spelling. A lesson in History leads us to Geography, and *vice versa*. A few minutes, spent in Drawing or Music, *rest* the wearied mind and prepare it to resume with renewed vigor the heavier and less attractive subjects. Hence, by a well arranged time-table, all the subjects may receive a fair share of attention without robbing the "three R's" of their pre-eminence.

The Oral Exercises referred to in my last report were continued through 1886. By the greater freedom permitted in the range and style of questions, *excellencies* and *defects* were discovered, that no uniform, written examination would have brought to light. It was my intention to point out some of these, but space forbids. *Order*.—Thirty-six schools were marked from 90 to 100 p. c. for order; 21 between 70 and 90 p. c.; 14 between 50 and 70 p. c.; and 15 less than 50 p. c.

Teachers, Certificates, Salaries, Changes, etc.

(a) There were 88 teachers employed during 1886: of these, 40 were male and 48 female teachers.

(b) Three teachers held First Class Certificates: 39 Second Class: 3 First Class (Old County Board), and 46 Third Class. Thirty-eight had attended a Normal School.

(c) The highest salary paid a male teacher was \$650; the lowest was \$325. The average salary of male teachers was \$435, increase \$3; of female teachers, \$304, decrease \$5.

(d) Only 19 teachers changed schools at the end of 1886, against 36 at the end of 1885.

(e) As a rule, our teachers are *earnest, conscientious and progressive*. All but ten are readers of one or more educational journals. A few are diligent students of literary, scientific and professional works from the Teachers' Library at Milton. Since the valuable additions to the library from the "Reading Course" recommended by the Minister of Education, we hope to see the number of readers largely increased during 1887. It affords me pleasure to state that the methods of teaching and management employed by many of our teachers are of a superior character.

School Visitation by Trustees.

There were 1,808 visits reported for the year—increase 204. Of these, 244 were credited to trustees; 8 schools were unvisited by trustees during the year.

Each Board of Trustees should appoint one of its members as visitor for the first quarter, another for the second, etc. By such a system, this plain duty would not be left to *chance*, and the teacher would probably have occasion to feel that his employers took some interest in his success. By spending an hour in witnessing the work of the school, trustees would get a more intelligent idea of its needs, and a higher appreciation of the services of an earnest, faithful teacher.

Public Examinations.

The School Law requires a Public Examination to be held *quarterly* in each school. Seventeen teachers violated the *spirit* of the law as well as the *letter*, by holding no examination during the year. There were 91 public examinations in all, being slightly more than one for each school.

School Houses, Apparatus—Grounds.

Of the 61 public school houses, 25 are brick, 14 stone, 18 frame and 4 concrete. Since last report, an excellent stone school house has been built in S. S. No. 6, Nassagaweya. In appearance, finishing and furnishing, the building reflects credit on the trustees who had charge of its construction. New desks and seats of the most approved pattern were obtained for Sections 5 and 6, Nassagaweya, and Room No. 3, Milton. Of the 88 school rooms in use, only 14 are furnished with the uncomfortable benches "of the olden time," and a number of these are doomed to make their exit in 1887. Important improvements of a minor character were made in several sections. Plank walks were laid, blackboards improved, maps and apparatus purchased. Nearly all the school rooms were scrubbed *once* and whitewashed during vacation; a few however received no renovation or made any improvement during the year. The trustees of such schools should consult sections 299 and 301, pages 157 and 158 of the School Law and Regulations. A plank walk should extend from every school *gate* to the school house, and thence to wood shed and closets. A blackboard, 4 feet wide with lower edge $2\frac{1}{2}$ feet from the floor, should extend around three sides of the room. Liquid slating at \$1.50 per quart tin can be procured, see sections 22 and 23, p. 99 (of School Law and Regulations) for directions and list of school requisites. The supplies should include the latest and best maps of Ontario and Canada, a 9 inch globe, Worcester's dictionary, numeral frames, good brushes and crayons. When large sums are necessarily spent on capital account, interest or investment, fuel and teachers' salary, it is false economy to cripple the teacher's efforts by insufficient or unsuitable apparatus. Much valuable time is lost on account of insufficient or worthless blackboards, and bad brushes. *Arbor Day* was observed in 35 sections, and 771 trees were planted—an advance of 109 over 1885.

Attendance.

Irregular attendance is the greatest hindrance to educational progress. The absentees discourage the teacher, and falling behind their classmates, they lose ambition themselves. The teacher is compelled to advance with a class unequally yoked together,

or to review work already familiar to those regularly in attendance. In either case the time of half the class is wasted, idle habits are formed, on account of the work being too easy or too difficult, and the teacher is forced to do his work *twice* instead of once. "Necessity knows no law." If parents could see, as clearly as instructors, the evils resulting from irregular attendance, the *necessity* would be *great*, before children would be detained from school. Government money is lost to the section: half of the school revenue gives no return, and in many cases the child's education is *irretrievably* neglected.

The school population reported by the assessors is much less in many sections than the number actually enrolled. Probably no school in the county enrolls all between the ages of 5 and 21 years, hence the discrepancy is even greater than the figures indicate. This involves serious loss, since the Government grant to the county is based on the population reported to the department by the County Clerk.

Entrance Examinations.

At the High School Entrance Examinations in July, there were in Oakville 26 candidates, and in Milton 50. Fifty per cent. passed in each place. In December there were at Oakville 22 candidates, at Milton 37, and at Georgetown 47, of whom there passed 19, 30 and 37 respectively. Total entrance candidates 182, of whom 124 or 68 p. c. were successful. Taking a retrospect, we find that there were examined in our county in 1885, 113 candidates; in 1884, 83; in 1883, 48; in 1882, 49; and in 1881, 42.

Model School.

Continued prosperity attends the Model School at Milton. Eighteen students (9 ladies and 9 gentlemen) were in attendance during the whole term, from September 14th to December 16th inclusive. After passing an examination similar to that outlined in my report for 1885 all the teachers received Third Class Certificates. Being satisfied from frequent visits of inspection to the Model School, that the students received a superior training, under the efficient management of the Principal, I regret that only *six* were able to secure positions in this county.

Teachers' Institute.

The Teachers' Institute was in session four days during the year—two at Milton in February, one at Georgetown in October, and one at Burlington in November. I believe that much practical benefit was derived by the large number of teachers in attendance. Topics were discussed or papers read by Misses Misener, McQuarrie and Riach; by Messrs. Fleming, Norton, Nixon, McLaughlin, Husband, Harrison (2), Coates (2), Deacon (2), and by Directors Tilley and McLellan, 3 each.

COUNTY OF HASTINGS—SOUTH.

Extract from Report of John Johnston, Esq., Inspector.

The amount of money raised for school purposes was \$40,011.09, being an excess of \$1,409.29 over 1885. Of this amount Sidney contributed \$10,091.19; Thurlow \$9,241.06; Tyendinaga \$9,815.83; Hungerford \$7,018.40, and Deseronto \$3,844.61.

Trustees had on hand at the close of 1886 the sum of \$6,427.14 available for the payment of teachers, till the levy is made during the latter part of 1887. Of the \$6,427.14, Sidney had \$1,782.53; Thurlow, \$943.74; Tyendinaga, \$1,409.29; Hungerford, \$1,057.09; and Deseronto, \$1,234.49. In the early part of 1886, I advised trustees, through a circular, to take into consideration the propriety of levying a sufficient amount, so as to have on hand some money for teachers in 1887. In 1886, Sidney paid to teachers, \$6,263.44; Thurlow, \$7,062.70; Tyendinaga, \$6,655.07; Hungerford, \$5,195.16, and

Deseronto, \$1,194.98. One hundred (100) teachers are employed in the schools of South Hastings ; of these 19 have attended the Normal School ; 22 hold Second Class Provincial Certificates, 58 Third Class Provincial Certificates, and 20 had special Certificates or extensions during the passed year. During the present year only one teacher has a special certificate, and the number of Second Class Teachers was greatly increased at the beginning of the year.

The pupils enrolled numbered 5,025—2,686 boys and 2,339 girls. Of these, 473 attended less than 20 days ; 815 between 20 and 50 days ; 1,212, between 51 and 100 days ; 1,186, between 101 and 150 days ; 1,094, between 151 and 200 days, and 245, between 201 days and the whole year of 220 teaching days.

Salaries.

The highest salary paid in Sidney, \$600 ; in Thurlow, \$550 ; in Tyendinaga, \$450 ; in Hungerford, \$500, and in Deseronto, \$575.

The average salary paid male teachers in Sidney, \$432.50 ; Thurlow, \$415 ; Tyendinaga, \$373.33 ; Hungerford, \$358.40, and Deseronto, \$575.

The average salary paid female teachers in the different municipalities is as follows :—Sidney, \$299.28 ; Thurlow, \$286.50 ; Tyendinaga, \$267.44 ; Hungerford, \$249, and Deseronto, \$290.

The number of children between the ages of seven and thirteen years of age, who did not attend 100 days as required by the compulsory clauses of the School Act, was as follows :—Sidney, 243 ; Thurlow, 251 ; Tyendinaga, 314 ; Hungerford, 364, and Deseronto 58, making a total of 1,230. From the reports it is impossible to tell how many children, between seven and thirteen, did not attend any school ; 51 were reported as not attending, but it is believed that it is not the correct number, as in many reports this information was not given.

The compulsory part of the Act is not attempted to be enforced by the trustees. It requires that all children between the ages of seven and thirteen shall attend at least fifty days in each term, making 100 days for the term of 220 days. As all are taxed to support the Public Schools, they have a just right to demand that this part of the School Law shall be carried out. If some fit and proper person were appointed in every section to compel obedience to this provision, it would do much good, as it is well known that in many sections children do not attend school as required by the Act, and are growing up in ignorance. Trustees admit that the compulsory clause should be enforced, but would rather that some one else should see to its enforcement.

Public Examinations.

In the matter of Public Examinations, there has been lack of duty on the part of many teachers, as only seventy-five were held in 1886. There should be not less than two in each school during the year, one during the first term, and one at the close of the second at Christmas. It is not expected that these examinations shall be made shows to display the result of special drilling and preparation for weeks previous, but rather occasions upon which the several classes should be examined in the presence of trustees and parents to show that they have been thoroughly and thoughtfully prepared in the work gone over in the different subjects. Something in the way of singing, reading, and recitation may be added to increase the interest of the occasion, and to make the closing exercises interesting and profitable. It is hoped that trustees will remind their respective teachers, where necessary, of this part of their duty as prescribed by the School Act. A teacher who neglects to have two Public Examinations in the year does not comply with his agreement with the trustees, or with the provisions of the School Act, and misses a very important means of enlisting the people of the section to take an increased interest in the welfare of the school.

Teachers can do very much to create a deep and earnest interest in school matters, by having these periodical examinations, at which the parents, trustees, and others

should be present to see the thorough and efficient work done during the term. I sincerely hope that the reports for this year will show that in every school two examinations have been held.

Model Schools.

In some respects it would be advantageous for South Hastings to have a Model School in Belleville, but, as this did not meet with the favor of the Board of Education, we have made the school at Madoc the one for the whole county. I am glad to be able to report that the school is well conducted. The Board of Trustees have spared no pains to make it as efficient as possible. They furnish an assistant for the Head Master during each term, so that he can devote his whole time to the candidates in training; they have increased the accommodations and furnished the school with all necessary apparatus, and with all modern equipments; they employ only the best teachers, and these are earnest, energetic, and keep pace with the times in the best methods of instruction.

Independent of the lectures given by the Principal, the teachers in training see that in the different rooms good order and attention prevail, and that all the subjects are taught in the most approved way. The Principal is anxious and willing to make the school thoroughly efficient, and to give the Board of Examiners correct and reliable information in reference to the candidates attending.

Much of the success of the school is due to my colleague, Mr. MacKintosh, who has given a great deal of time and attention to it for years, and has assisted the trustees to secure the best teachers in the county.

To be able to supply all the schools with trained teachers, we allow all candidates of the proper age who fail to pass the non-professional examination for Third Class Certificates, but, who succeed in obtaining a certain percentage in the more important subjects of reading, spelling, writing, arithmetic, grammar, geography, history, literature and composition, to attend the Model School, and, if successful at the final examination and during the term, they are awarded District Third Class Certificates to teach certain schools in the county, where permits had been formerly given to inexperienced candidates. The result of this has been that the poorer schools of South Hastings are now supplied with much better teachers than formerly, and at salaries not exceeding what had been formerly paid to those who had no special training or fitness to take charge of a school.

At the close of the last term of the Model School, on the 18th of December, the candidates attending the school from South Hastings, those attending the Normal School, and all trustees, were notified to meet at my office, so that the latter could secure teachers, and teachers could be supplied with schools. Nearly all trustees who needed teachers were present, made application, and were supplied with material to begin the schools on the 3rd of January.

A few trustees did not apply, and in consequence some schools were without instructors for part of the winter, as some of those whose duty it was to supply the school with a properly qualified teacher were more anxious to engage some one on a permit. As we had a good supply of teachers, I distinctly refused to give any one a permit except in one case where those with District Certificates refused to take the school.

Trustees by advertising in the *Globe* or *Mail*, can always secure a teacher at the salary they are willing and able to pay. Trustees are aware of this now, and are not so anxious to engage persons on permits and extensions.

As there was a sufficient number of properly qualified teachers to supply all the schools, it is to be regretted that a few schools were not opened at the beginning of the term.

A number of candidates from South Hastings are attending the Belleville and Trenton High Schools, and a large number from these institutions will write for certificates in July, and I am certain that there will be plenty of teachers for all the schools, without having to give permits or extensions. These should be things of the past, and will not be given in any case so long as qualified teachers are ready and willing to act.

Entrance Examinations.

A very large number of pupils from the Public Schools of South Hastings now pass to the High Schools or Fifth Class, at Belleville, Trenton, Deseronto and Tweed.

These examinations have done much to encourage both teachers and pupils to work with the object of being well prepared in the subjects of the Fourth Class. The immediate result has been that many are now attending the High Schools at Belleville and Trenton for the purpose of securing a higher education, and many go to prepare themselves for Second and Third Class Certificates; they make good students and do all they can to attain the necessary qualifications. At these schools every attention is paid to the pupils from the county. The Trenton High School has been enlarged and improved, and supplied with a library and books of reference, and with all the modern equipments. The Board has increased the teaching staff, and all pupils are admitted free. In the Belleville High School, there are now five teachers. For some years after 1871 there were only two, and afterwards one was added, and finally it was deemed necessary to employ the present number.

At the Entrance Examination 20 pupils from Sidney will write at Trenton, 60 from South Hastings at Belleville, 33 at Tweed, and at Deseronto 30.

Promotion Examinations.

These examinations are held at the close of each term in all the Public Schools. The papers are prepared by the Inspector, printed, and sent to the teachers, who conduct the examinations, read the papers and send the answers, and report to me, to be confirmed or otherwise. One report is returned to the teacher to be hung up in the school for the guidance of all concerned. I think the tendency of these examinations has been to greatly improve the teaching of all the classes in the schools, and to encourage scholars to attend more regularly.

Arbor Day.

The first Friday in May has been set apart by the Minister of Education, as a day for planting trees, making flower beds, and cleaning the school grounds.

In 1885, 524 trees were planted, and last year 505 were put out, and from the reports recently received from teachers, a good deal of work has been accomplished this year in planting trees and beautifying the grounds; but much more might be done in the way of setting different kinds of trees in many of the school-yards. It would be well if teachers, trustees and ratepayers would take a greater interest in improving the school grounds, and teachers should look more closely after the school property, outbuildings, fences and maps. Trustees sometimes complain with a good deal of reason that scholars are allowed to destroy fences, outbuildings, cut desks, and injure school furniture.

Some school houses could be greatly improved by whitewashing the walls and ceilings, and by having the floors more frequently scrubbed. The regulations provide that provision should be made by every school corporation for scrubbing and sweeping the school-house, for whitewashing walls and ceilings at least annually, during the summer holidays, cleaning water-closets, and from the 1st of November until the 1st of April, for making fires one hour before the time for opening school.

Religious Instruction.

During the second term of 1885, by request of the Education Department, I placed a copy of the Scripture Readings in every Public School in South Hastings. During the latter part of the year, some dissatisfaction from a number of sections arose as to their use, many claiming that they would rather have the whole Bible instead of the Authorized Readings. In all cases where the trustees objected to the use of the Readings in the school, I advised them to procure the Bible, and see that it was read.

During the last session of Parliament the regulations were amended, so as to meet the wishes of those who objected to the use of the authorized Scripture Readings.

School Act.

In 1885, I also supplied every school corporation with a bound copy of the new School Act, containing all the regulations. At the end of the School Act will be found all forms required by trustees, including requisition on Council for school moneys, to be sent to Municipal Council before its meeting in August.

The new School Act can be obtained from the Education Department at the rate of 30 cents per copy.

It might be well in this connection to state that as the law provides that teachers shall be paid their salaries at least quarterly, it would be advisable for trustees to ask the Township Council to levy a sufficient amount, so that money may be on hand to carry out the conditions of the agreements between trustees and teachers. The agreements are drawn up with this condition, and trustees would be unable to comply with the provisions if they levied only what was needed for the year. Trustees are allowed by the Act to borrow money on their note to pay teachers' salaries, but not for any other purpose.

The law says: "It shall be the duty of trustees to arrange for the payment of teachers' salaries quarterly, and, if necessary, to borrow on their promissory note, under the seal of the corporation, at interest not exceeding eight per cent. per annum, such moneys as may be required for the purpose, until the taxes imposed therefor are collected."

The Teachers' Association.

The Association is still doing good work for the benefit of the teachers, and the last meeting was among the most successful. Dr. McLellan, Director of Institutes, was present, took up three subjects and gave a lecture in the Opera House to a large audience. The attendance at the convention was large, punctual and regular.

Teachers and Teaching.

The work being done in nearly all the schools is thorough and practical. A good deal of attention is paid to the more useful and practical subjects, such as reading, spelling, writing, arithmetic, both slate and mental, letter writing and composition. It is not the quantity of the work done, but the quality. From a careful and thorough examination in these subjects, I am satisfied that teachers are leading the pupils in the direction indicated, and not forgetting to train the child to think and understand thoroughly the work gone over. This is what the most thorough and experienced instructors are doing. He is not the best teacher who brings his pupils over the greatest amount of work in the different subjects, but he who carefully directs his pupils to think, to work for themselves, and who frequently reviews the work gone over. The fault in a few schools is that the work done is too superficial, and not sufficiently thorough. In these schools, the scholars do poorly at inspections, at promotion examinations, and at entrance examinations.

In some of the schools where assistants are employed, and in two where assistants were never engaged, pupils are being prepared for third class certificates, viz.: at Tweed school; at Thomasburg; the Shannonville school; No. 13, Sidney, and No. 23, Thurlow; but this necessitates a great deal of work on the part of the teacher, and generally to the neglect of the lower classes. Here, I want to correct an erroneous impression that exists with many, that the fifth class subjects should not be taught, and are not required to be taught in public schools. This is not correct, as it is as much the teacher's duty to teach the subjects of fifth class as it is to teach those of any of the lower classes.

Irregular attendance is a great hindrance to the real progress of some schools. This in connection with the frequent change of teachers, acts very injuriously, but I have noticed during the past sixteen years that when the teacher is energetic, earnest, thorough

and efficient, the scholars rarely remain at home. Such men are gradually increasing, and I hope that the day may soon come when every school will be supplied with an energetic and enthusiastic teacher.

It is a matter of pleasant reflection to know that teachers are coming, every year, better to understand the true character of their calling, and the relations they sustain to it.

I am glad to be able to report very satisfactory progress in the teaching, management and government of nearly all the public schools of South Hastings during the past year.

COUNTY OF HASTINGS—NORTH.

Extract from Report of William MacKintosh, Esq., Inspector.

Schools and School Houses.

The number of schools and departments was ninety-nine, conducted in fifteen brick, seven stone, forty-three frame and twenty-seven log school houses.

Teachers.

Twenty-eight male, and seventy-one female teachers were employed during the year. Of these, four held Provincial First Class, eighteen had Provincial Second Class, fifty-one had third class, and twenty-six had temporary certificates. For a district, the greater part of which is poor, such an exhibit is very creditable. In not a few more wealthy inspectorates the number of teachers holding Provincial certificates is, relatively, less than in North Hastings. I know of no similar district in which the proportion is so large. The most important duty that school trustees have to perform, is the selection of teachers. Where applicants for the vacant situations are strangers, the task is perhaps the most difficult imposed by the Legislature upon any body of men. In making a choice, scholarship, natural and acquired, aptitude to teach, manner, address and character should be considered. Of the first, the certificate is a sufficiently reliable guarantee; of the other qualifications, however, a very untrustworthy exponent. Still, more unsafe, as guides, are testimonials. Surrounded by such difficulties, is it to be wondered at that so many bad selections are made, even where the trustees are really anxious to secure a good man. In not a few sections, little care is, I fear, taken in the matter, far less than is deemed necessary for the selection of a cheese-maker or a farm laborer.

Salaries.

The highest salary paid to a male teacher was \$750; the lowest was \$228. The average salary paid to male teachers was \$385.92, an increase of \$13.51 for the year. The average salary paid to female teachers was \$264.42. In 1885, the average salaries paid in the whole Province were \$405 and \$267, respectively.

School Finance.

From all sources, the receipts were \$39,017.82: of this, \$2,185 was received from the Legislative Public School grant, \$625, from the Legislative Poor School grant, \$2,185, from the Municipal grant, \$600 was due to your own action, and almost the whole of the remainder was received from school section taxation.

Your own liberal grant was distributed among the schools of the six northern municipalities, on the basis of the section rates of school taxation, as certified to by the township clerks.

With a liberality worthy of commendation and imitation, the council of Elzevir, has, for some years, made an annual grant to two poor sections, which has been supplemented by the Minister of Education. Without this aid, these schools could not, in all likelihood, have been kept in operation for the whole year.

The whole amount expended for school purposes, in 1886, was \$34,667.96 ; of this, \$26,110.73 was paid to teachers.

The average expenditure for each registered pupil was as follows :—

| | |
|----------------------------------|--------|
| Bangor, Wicklow and McClure..... | \$6 93 |
| Carlow and Mayo..... | 3 73 |
| Dungannon and Faraday..... | 7 98 |
| Elzevir..... | 6 62 |
| Huntingdon..... | 5 76 |
| Madoc..... | 5 57 |
| Marmora and Lake..... | 5 66 |
| Monteagle and Herschel..... | 4 40 |
| Rawdon..... | 8 14 |
| Tudor, Limerick and Cashel..... | 6 22 |
| Wollaston..... | 7 33 |
| Madoc Village..... | 9 23 |
| Stirling..... | 8 54 |

In the inspectorate, the average cost per pupil was \$6.71. In the whole Province, the average was \$6.61.

Length of time the Schools were in operation.

In this important respect, I am glad to be able to report a gratifying improvement. The school year (1886) consisted of 220 days. The average time for which our schools were in operation was 188 days, an increase of five days, as compared with 1885. Were it not for the great difficulty experienced, at times, in procuring teachers of any grade for the more remote schools, the advance would have been still more marked.

In a few sections, by no means of marked poverty, and not, in the majority of instances, located in the more newly settled townships, the schools are, by the influence of men, whose one inspiring motive, in school matters, is a desire "to keep down the taxes," kept closed for some months in each year. As a consequence, the children make little or no appreciable advancement in intelligence and desire to learn. That the youth of a community should be deprived of the opportunity to get the education which is necessary to enable them to become intelligent and well informed citizens, capable of exercising properly all the duties of citizenship, in a country governed by the people, in order that a few prosperous but illiberal and unpatriotic men may save a few dollars, is deserving of reprobation by everyone.

The average number of days for which the schools of the separate municipalities were in operation, was as follows :—

Bangor, 128 ; Carlow, 212 ; Dungannon, 172 ; Elzevir, 196 ; Huntingdon, 211 ; Madoc, 198 ; Madoc Village, 200 ; Marmora, 181 ; Monteagle and Herschel, 134 ; Rawdon, 212 ; Stirling, 204 ; Tudor *et al.*, 198 ; Wollaston, 195.

School Population and Attendance.

The number of children of all ages, whose names were enrolled during the year, was 5,252, 2,782 boys and 2,470 girls. Of these, 13 per cent. attended less than twenty days, 18 per cent. between 20 and 50 days ; 23 per cent. between 51 and 100 days ; 26 per cent. between 101 and 150 days ; 19 per cent. between 151 and 200 days, and one-third of one per cent. are reported as having attended more than 200 days.

In Bangor *et al.*, the average attendance was 39 per cent. of the whole number of pupils enrolled ; In Carlow and Mayo, it was 35 per cent. ; in Elzevir, 39 per cent. ; in Huntingdon, 51 per cent. ; in Madoc, 45 per cent. ; Madoc Village, 50 per cent. ; in

Marmora and Lake, 38 per cent ; in Monteagle and Herschel, 23 per cent. ; in Rawdon, 52 per cent. ; in Stirling, 50 per cent. ; in Tudor, Limerick and Cashel, 35 per cent. ; in Wollaston, 45 per cent. ; in the Riding, 44 per cent. ; an improvement of 2 per cent. for the year. During the last ten years, there has been an advance of 7 per cent. in this very important matter. Gratifying as is this improvement, the least thoughtful cannot but know that with such irregularity of attendance the progress of our schools must necessarily, be very unsatisfactory. That so much advancement has been made in despite of such hindrances, speaks with emphasis, of the skill, industry and devotion of many of our teachers and of the ability of our pupils.

Much of the evil is unavoidable. Distance from school, bad roads, the inclemency of the weather and the poverty of the parents are causes the justice of which must, in many cases, be admitted. Not a little of the spasmodic attendance is, however, directly attributable to the carelessness of many parents, to the avarice of some, and to the neglect of trustees and teachers to put forth for the minimizing of the evil the strenuous and persistent efforts which are needed.

Were the disastrous results confined to the pupils who attend irregularly there would be less need for emphatic censure. But unfortunately this is not the case. Irregular attendance retards the progress of the whole school, dampens the ardor of our best teachers, and affords our unsuccessful teachers an ever-abiding excuse for their failure. With the frequent change of teachers, and the practice of keeping schools open but for a part of the school year, it forms a trinity of hindrances to the progress of the children, which cannot fail to discourage the most hopeful.

Compulsory Attendance.

In North Hastings, and I believe, in every part of the Province, the clauses of the Public School Law, usually called the compulsory attendance clauses, are a dead letter. They will remain practically useless until officials, whose terms of office shall be during good conduct, are appointed for their enforcement. At present, this duty is imposed upon school trustees.

Classification of Pupils.

The number of pupils in different classes was as follows :—

| | |
|-------------------------|-------|
| Junior First Class..... | 1,626 |
| Senior "..... | 1,028 |
| Second Class..... | 1,125 |
| Third "..... | 1,038 |
| Fourth "..... | 325 |
| Fifth "..... | 110 |

All the pupils in our Fifth Classes, having passed the prescribed examination, are eligible for admission to a High School.

The system of Uniform Promotion Examinations which was introduced in 1879, continues to do good by stimulating pupils and teachers to work more skilfully and zealously, by securing more regular attendance, and by affording trustees and parents an excellent method by which to test the ACTUAL, as distinguished from the APPARENT, progress of the schools. These examinations are held semi-annually, and are intended to test fitness for promotion to the Third, Fourth and Fifth Classes.

During the current month, examinations for promotion to the Third and Fourth Classes were held in (about) seventy schools, situated in every municipality of the Inspectorate. The answers of the Second Class pupils are read and valued by their respective teachers. For adjudicating upon the answers of the Third Class pupils, a committee of fourteen teachers, all of whom hold first or second-class certificates, act as examiners, reporting the results to me. The labors of this committee merit thanks, all the more because they are performed gratuitously.

For promotion to the Fifth Class, pupils are, as has already been intimated, required to pass the examination for admission to High Schools.

For the encouragement of teachers and pupils, the Teachers' Association, out of its limited supply of money, grants to each pupil who is successful at the examinations for promotion to the Fourth and Fifth Classes, and who in addition, obtains at least 60 per cent. of the aggregate number of marks, a nicely designed and well executed lithographed diploma. During 1886, forty-two of these diplomas were awarded.

In this, and more important ways, the Teachers' Association is an influence for good. At its meetings, the whole time is devoted to work which has for its object the increased efficiency of the teacher. That this should be done to the exclusion of discussions, on salaries and methods for their increase, is, in the history of trade and professional organizations, unique.

Model School.

The Model School was, during 1886, managed in an efficient manner. The staff was composed of the Principal and five assistants, three of whom held First Class, and three Second Class certificates.

Forty-one students-in-training attended during the session, and at the final examinations were authorized to teach. Owing to a more or less lack of aptitude to teach, manifested in their work during the session, and at the examination, ten of the number obtained certificates of a less valuable character than they would otherwise have been entitled to.

Not a little of the success of the school is due to the marked ability of some of the assistant teachers, and to the zealous manner in which they have seconded the energetic and skilful labors of the Principal.

Arbor Day.

In addition to a great deal of valuable work done in the way of school-room and school-yard cleaning, more than 600 trees were set in school grounds on Arbor Day. Besides this, a large number of shrubs and flowers were planted.

The institution of Arbor Day will prove beneficial, not only in the improvement and beautifying of school premises, but in developing and fostering a love of trees and flowers, an acquaintance with their habits, and with the immense benefits conferred by forests upon a country. *Æsthetically* and financially, the Province will be richer because of Arbor Day.

Notwithstanding the hindrances of which I have felt it my duty to speak, the Public Schools of North Hastings are, on the whole, making substantial progress. At no time since my connection with them, have I more reason to be gratified with the spirit displayed by many of our teachers, not all of them, I regret to say, in good positions. At no former time have so large a proportion striven, with what measure of energy and intelligence they have been endowed, to do their work well, to do it not only with increased, but with increasing, efficiency. Barnacles, of course, we have, who lessen the rate of progress, are of no use, but get a free passage and a living.

The majority are, nevertheless, doing their best. Not a few by reading, by observation, by interested attendance at Conventions, and by thoughtful study, are striving to improve. With such men and women, all right minded persons will have sympathy. A teacher who does not grow, who has ceased to improve, who has even no wish to become more useful, is a source of injury to the moral and intellectual health of a school.

The object of education is not so much increased information as enhanced moral and intellectual power. The possession of a memory stored with facts, numerous enough to make their possessor an animated encyclopædia, is quite compatible with practical mental and moral imbecility. Our schools should train children "to work, to love work, to work systematically and to put their brains into their work." In them, the scholar should receive an impetus towards a pure and useful life. Training of this nature can be done only by men and women of character and strength, strength derived from well disciplined powers, matured judgment, and sensitive consciences.

COUNTY OF LANARK.

Extract from the Report of F. L. Michell, Esq., Inspector.

I am glad to be able to report a slight increase in the Government grant for 1886 over that of 1885. Nothing would tend more towards the equalization of the expense of education to the individual than an appreciable increase in the amount of these so called school grants. A system of education can scarcely be called free when the cost is at the rate of 20 mills and over to those residing in one section, and about 2 or 3 mills to those residing in another section in the same county, often in the same township. Additions to the amount of the grants and the establishment of Township Boards, are, to my mind, necessary steps towards the fulfilment of the Provincial scheme of education.

The Department of Education has been ever generous in assisting the poorer schools of the County, but the municipalities aided are, naturally enough, asked to co-operate in the work to some extent. Until the present year (1887) the claim of the poor schools of the county has been denied. Last year the Department, irrespective of the action of the local councils, assisted the poor schools of the county to the amount of nearly \$500. The money was in every case well expended in the improvement of the schools, and purchase of necessary apparatus.

The amount paid for "school sites," etc., appears exceptionally large this year, owing to the erection in Pakenham Village of a magnificent school of four departments. The good old village has now school accommodation equal to that found in any other place in the county. I am glad to be able to report that in nearly every case the improvements suggested in my official reports have been attended to.

The number of teachers employed in the townships and villages of the county during 1886 was 142, classified as follows:—1 Provincial First; 6 Provincial Second; 3 Old County First; 106 Third Class, and 26 temporarily certificated. In addition to the above there were 17 teachers in Almonte and Smith's Falls.

It is a matter for regret that more Second and First Class teachers are not employed. The Province of Ontario maintains two institutions for the special training of teachers, from which large numbers are annually graduated. Trustees in this County do not appear to appreciate the efforts put forth in this direction, if we are to judge by the very small number (6) of specially-trained teachers employed. The wealthier sections should be required to employ teachers of a higher standard, thus leaving those locally trained available for the ordinary schools of the County. In this way, and in this way alone, alone, will the benefits of a more extensive and thorough training become useful to the whole community.

The schools for which permits are granted are in new and poor sections, where the rate averages from 10 to 18 mills on the dollar. Trustees are in every case required to make every reasonable effort to secure a qualified teacher before any requisition for a license receives consideration.

The average salary of male teachers was \$326; the highest, \$650 (Pakenham Village); the lowest, \$200. The average salary of female teachers was \$200.

The boundaries of the school sections remain as at last report. A new section ought to be formed at Wilbur, between Lavant and Palmerston, and some dissatisfaction exists as to the location of the school in No. 1, Dalhousie. The school site in No. 4, Lavant, will probably be changed during the present year. The number of school sites is 123. The celebration of "Arbor Day" has done much towards the improvement of the schools and premises. The Trustees of many sections might do more in the direction of neatness with respect to fences, yards, closets, etc. Proper habits are even more essential to success in life than so-called school instruction.

The number of schools and departments in operation during 1886 was 131, exclusive of those in Almonte (9) and Smith's Falls (8); the number of school houses unchanged from last report.

The number of school visits is steadily increasing, being 1,131 in 1886. The sympathy of the community expressed in the form of personal visits by clergymen, members of parliament, councillors and representative men generally, would benefit both teachers and pupils.

Trustees, in too many cases, do not require the teachers to carry out the Regulations respecting public examinations. Such meetings have the effect of stimulating the teacher and engendering an interest in the school throughout the section. One should be held at the close of each term. On behalf of the teacher and pupils the attendance should be representative of the section.

The number of lectures was 19; number of schools in which prizes were given, 72; and the number of trees planted on Arbor Day, 646.

The total number of maps was 337. There were also 44 globes in use in the schools. Steps should be taken to authorize maps for use in the schools. Trustees are very often led into the error of purchasing antiquated and cheap publications because no really good maps are known to them.

All the schools are provided with blackboards, but many of these are almost useless for the want of painting. The want of blackboards is a serious one, since they ought to be used for the proper presentation of every lesson of the programme.

Tablet Reading Lessons and Numeral Frames are in general use in the larger schools.

Eighteen hundred and twenty-two pupils have not complied with the Regulation requiring an average attendance of at least 100 days during the school year. The fact that trustees are remiss in the enforcement of so righteous and so sensible a law in respect to non-attendance, is a strong argument for Township Boards, or some more effective system. The co-operation of all interested in school matters is requested to reduce this evil to a minimum.

With regard to classification, in too many cases pupils are promoted to secure the good opinion of the parents, rather than to ensure their own uniform and symmetrical progress. I hope the time is not far distant when a system of promotion, similar to that in vogue in our graded schools, will be in operation throughout the county. It is very difficult to have the prescribed school programme carried into effect. Teachers are prone to give their attention to the subjects in which they are interested, to the neglect of those with which they are not in sympathy.

Great advances have been made during the past few years in the direction of improving school accommodation, building schools and necessary outhouses, providing suitable desks and apparatus, etc. We have now but very few school buildings ranked 'very bad.' Great as the improvement has been, it has hardly kept pace with the improvements in use generally among the community. There is still much to be done in ventilation, regular attention to sanitation, cleanliness, etc. The local Boards of Health should insist on cleanliness as to school premises as a preventative of many of those insidious diseases that make such sad havoc amongst the child population of the country.

The Scripture readings are used in 119 schools in the County. Of the remainder, either the Trustees prefer no such exercises, or the teachers express conscientious scruples against using them. It is not wisdom for Trustees to oppose the wishes of the teacher in this particular, for it is not by a single act of devotion unwillingly performed that a teacher most and best influences his pupils, but rather by his daily walk and conversation, by what he is and what he does. If the heart be not in the work, the mere reading of the Scriptures will be as the sounding brass and the tinkling cymbal.

The new registers have been supplied to all the schools. The attendance for the first half year has to be sent in on a detachable sheet at the end of the book, and the entire register must be forwarded at the close of the year, with all reports filled up in every particular. A system simpler in design and more free from useless routine could scarcely be devised.

Two examinations for admission to the several High Schools of the county were held during 1886.

The usual examinations for Second and Third Class Non-Professional Certificates were held in July.

The Model School under the administration of the present Principal is doing excellent work in affording trustees the advantage of teachers skilled in the elements of the art and science of teaching. As this school is maintained largely from the public chest, trustees

who do not engage teachers regularly trained therein, are simply not reaping the benefit of what they are assisting to support.

The annual meeting of the Teachers' Association was held in Almonte in May last. The attendance was large and regular, and much good work was done. Dr. McLellan, the Provincial Director of Teachers' Institutes, delivered, on the evening of the first day, a lecture entitled "Critics (educational) criticized."

To sum up, then, the year has been one of marked progress in so far as improvement in school accommodation, attention to school property and neatness of school grounds are concerned.

The weak points of our system, as shown by a careful perusal of the official reports, are :—

1. The inequality of acreage and value of the school sections. This renders the cost of education much less in the large than in the small sections, and thus practically makes the opportunity of education unequal—a matter that a national system of instruction should strive to avoid.

2. The employment of untrained teachers in too many of our schools has the effect of still further increasing this inequality of opportunity, since it is in the poorer, and hence more highly taxed sections, that such teachers are almost universally employed.

3. The apparent want of business tact displayed by too many trustees in that they do not always encourage *merit* and *special training* on the part of teachers. The teacher will require a small salary only on two conditions :—1st, A knowledge on the part of the applicant of his unfitness for the work ; 2nd, A feeling that he has not spent either time or money in his preparation at all commensurate with that required by one who is legally qualified. Now, either of these reasons should deter rather than attract. The truth is, however, that trustees and ratepayers (for the trustees merely reflect the opinions of the ratepayers) consider the actual amount of money paid more than the return to be given for the outlay.

COUNTY OF NORTHUMBERLAND.

Extract from Report of Edward Scarlett, Esq., Inspector.

School Attendance.

| | Registered. | Average. | Per Cent |
|----------------|-------------|----------|----------|
| Hamilton..... | 1167 | 517 | 44 |
| Haldimand..... | 1079 | 488 | 45 |
| Alnwick..... | 266 | 114 | 43 |
| Cramahe..... | 1125 | 518 | 46 |
| Percy..... | 972 | 571 | 59 |
| Brighton..... | 1057 | 558 | 53 |
| Murray..... | 998 | 437 | 44 |
| Seymour..... | 1386 | 733 | 53 |

Of the townships Percy stands highest in regularity of attendance, and Alnwick lowest : of the ridings the East stands higher than the West.

1809 pupils did not attend school 100 days as required by law, of whom Hamilton township furnishes the largest number.

So far as our county is concerned, the Compulsory School Act is a dead letter, and for those in whose benefit free schools were mainly provided to disregard a wise provision of an Act, which, if enforced, would largely contribute towards educational efficiency in our public schools, is a matter to be regretted as an injustice to ratepayers who do not send any children to school, but who are compelled, nevertheless, to pay for public school education. Much better that the so called compulsory clause had never been enacted than that it should be, as it now is, openly disregarded.

126 teachers had charge of schools and departments of schools in this county during 1886. 4 first-class, 36 second-class, 79 third-class, and 7 special assistants. The cheap teacher is still on the wing; and so long as the ranging-ground of third-class teachers remains unrestricted; so long, as a section, regardless of size or ratable value, may engage a teacher whose best recommendation and passport of welcome is low salary; so long will rural section boards of school trustees continue to exist vested with authority to exercise an influence in educational affairs calculated to paralyze every effort to develop the material that constitutes a state.

School trustees in groups of threes—each group a corporate body—often regardless either of direct interest or of fitness—are supposed, with the innate perception of astute far-seers, to carry out what is too often sacrilegiously voiced “the sovereign will of the people”—a wish which if anticipated and carefully guarded by wise legislation should not be a caricature on free institutions. “The sovereign will of the people” in British dominions should be manifest in the respect paid the laws made by the people’s chosen representatives.

Under the wing of limited monarchical governance, an honest executive is wholly responsible for “the sovereign will of the people”—a phrase too often profaned in fanning the flames of ignorant prejudice, by pandering to the passions of the illiterate masses.

Our County Model School has done very satisfactory work, under the supervision of its present head master, who is a faithful, painstaking and efficient teacher.

Were the counties of Ontario grouped for Model School purposes—say three or four counties in a group—with a staff of star teachers in the several departments of each school, and the Education Department, instead of a board of Trustees, responsible for the efficiency of the head master, the result would meet our beau ideal of model school work. The available number of so-called Model School masters would be diminished—a thing to be desired—and men of merit would appreciate the change in a tangible form.

A day set apart as a school holiday for the purpose of attending to matters conducive to health, comfort and appearance, has done much to make our school buildings and grounds more attractive and pleasing in every particular. The work of last Arbor Day is highly creditable to many sections in our county, and the influence of the local press in this direction has not been exercised in vain. Order and style cover a multitude of sins, besides no very unimportant part of a child’s education is obtained from the result of careful attention to school surroundings. A teacher without either taste or gumption is an eye-sore to the profession—even the virtue of departmental power findeth him as Mount Zion and moveth him not—suggestions offered him are as the pearls of old,—time spent in repeated admonition is lost, and the last state of the man is often worse than the first.

So far as the schools of Northumberland are concerned, as a whole, I am pleased to report marked progress.

DISTRICT OF ALGOMA.

Extract from Report of Donald McCaig, Esq., Inspector.

I find that about one hundred teachers are now employed in the district, exclusive of those employed in the Indian schools. Out of all those teachers only three have attended a Normal School, and not any have attended a Model School. The certificates held by these teachers may be classified as, one Old County Board, eight second-class non-professional certificates, fifty-eight Local Board District Certificates, the balance being permits or interim Certificates.

Altogether, including the Town of Port Arthur and Protestant Indian Schools, over 5,000 pupils have attended the schools of the district during the past year, and over \$50,000 have been expended for educational purposes. Considerable improvement has also taken place during the past year in the way of school furnishings. In nearly all the villages and in many rural sections, the old-fashioned long benches and desks have been

thrown aside, and the more modern furniture, found in the best schools in Ontario, introduced. Much has also been done through the generosity of the Education Department, in supplying maps, tablets, etc., to the newly established schools.

DISTRICT OF NIPISSING.

Extract from Report of R. Geo. Scott, Esq.

I inspected the following schools on the days indicated respectively, viz :—

| | |
|---------------------------|------------|
| No. 1, McKim | 28th Novr. |
| " 1, Springer | 29th " |
| " 1, Widdifield | 30th " |
| " 1, Ferris | 2nd Decr. |
| " 1, Mattawa and Papineau | 3rd " |
| " 1, Calvin | 6th " |

No. 2, Bonfield, and No. 1 Lyell, etc., were not inspected.

No. 1, McKim—at Sudbury—42 pupils present at inspection, most of them French. Classification very irregular; attainments of the pupils in the various branches unsatisfactory. These conditions are primarily and chiefly owing to the fact that the children have come here from all parts of the Dominion; and even if the teacher were thoroughly competent, there has not yet been time to effect an approximation to uniformity of attainment in the different subjects of the respective classes. The teacher holds a Quebec certificate, but none for this Province. The school should be placed in charge of a regularly qualified and efficient teacher. After my inspection, I attended a meeting of the trustees, explained to them, amongst other things, the position they had placed themselves in by hiring an unqualified teacher, and notified them they must engage a person duly qualified for next year.

No. 1, Springer—Village of Sturgeon Falls—41 pupils present at inspection. The school is in charge of a very competent teacher, holding a second-class Provincial Certificate. The examination of the different classes gave evidence of intelligent and efficient instruction, the defects of some of the pupils being evidently attributable to antecedent imperfect teaching. The school is in a prosperous condition and doing good work.

No. 1, Widdifield—at North Bay—two departments. The head-master holds a first-class certificate, the assistant a third-class professional and second-class non-professional. The senior department is conducted very inefficiently, and I felt it my duty to make a decidedly condemnatory report to the trustees. The junior department is in a very satisfactory condition.

No. 1, Ferris—at Thorncliffe—This school is not doing as well as it might. The school house is by no means a comfortable or properly furnished building, and is most unsuitably located, the children being practically compelled to travel on the track of the C.P.R. to get to it. The necessity of changing these conditions has frequently been urged on the trustees, who have always been very ready with promises of amendment, but they have as yet failed to carry them out. The people do not seem to take any hearty or united interest in the school. The teacher holds a third-class certificate and is doing fairly.

No. 1, Calvin—This school was started in July last. The building is comfortable and sufficiently commodious. As yet there is no equipment, but it is intended to supply the deficiency as soon as funds are received. The teacher has a third-class certificate and is doing excellent work.

No. 1, Mattawa and Papineau—Town of Mattawa—This school is in a very efficient state. The building, equipment, and outside arrangements are highly creditable. The

teacher holds a second-class certificate, and does his duty in a most thorough and satisfactory manner.

No. 2, Bonfield, was closed for repairs. A third-class teacher is employed, but the school is not working well.

No. 1, Lyell and Murchison—This school is in the south-west part of the district. It is next to impossible to reach it except by sleigh. The trustees were unable to get a teacher until about the 1st of June, when they secured the services of a regularly qualified third-class teacher. This is the first duly qualified teacher they have ever had. I had intended visiting the school this fall but was prevented by the extensive bush fires that were raging at the time I was inspecting in that part of this county nearest to it.

On Monday, the 5th instant, I visited by request, what is called School Section No. 2, Papineau, to attend a meeting of the settlers called to consider the formation of a public school section. I found that the locality is really in the Township of Cameron, and that they have a R. C. Separate school, "No. 2, Papineau" there, and that they desire to give up the separate school and have a public school section formed.

I explained to them the steps necessary to be taken to accomplish their purpose, and I presume the local Council will give effect to their wishes.

DISTRICT OF PARRY SOUND, 1887.

Extract from the Report of Rev. George Grant, Inspector.

School Sections.—Besides the Indian schools, there are now 84 school sections in the District. During the year two new school sections have been formed, six reformed and one cancelled. Eight new school houses have been built, four of them to replace old or unserviceable buildings, and four in new and hitherto unoccupied territory. One of the former class, just completed in the Village of Sundridge, is a fine building, containing two large, well-furnished class rooms, and costing in the neighborhood of \$2,000.

Schools in Operation.—The total number of schools in operation during the year, or part of the year, was 74. Of the 84 sections formed, 78 have their school houses already built, four of the remainder have selected the site and contemplate building at an early date.

Teachers.—The Parry Sound Central School has had four teachers, the Ward School two, and the Burk's Falls School two, so that the 74 schools, open during the year, have employed a staff of 79 teachers, and the Indian schools four—in all, 83. But in consequence of a change of teacher in many of the schools at midsummer, 93 individuals taught in the district within the year; 25 male and 68 female. Of this number four held Second Class Provincial Certificates; 22 held Third Class Provincial Certificates and were Model School trained; the remainder, District or Temporary Certificates.

Temporary Certificates.—The granting of District Certificates to all who have been trained in a Model School, has, to a large extent, enabled us to do without Temporary Certificates. Under this arrangement fourteen teachers of experience from the older counties have come into the district this year. The greater number of Temporary Certificates issued have, in reality, been but extensions of expired certificates held by teachers of experience, and not permits to the young and inexperienced. Only seven of the last mentioned character have been issued since the beginning of the year.

From the above figures it can be seen that still somewhat more than two-thirds of the whole number are wholly without professional training.

A Model School for the district is our greatest present need.

Examinations.—High School Entrance examinations, and examinations for teachers' Third Class Certificates were held in Parry Sound and Burk's Falls on the same dates as in other parts of the Province. Eight candidates passed the entrance this year; only one passed in 1886. Leading schools throughout the District are just beginning to take

an interest in, and prepare pupils for the entrance. It appears as if it will be necessary to hold the examination in December as well as in July, in future. Twenty-nine passed the examination for teachers' certificates; for three years, 7; for two years, 6; for one year, 16.

Visits.—I visited all the schools of the District once, and thirty-five of the most accessible a second time. A considerable improvement is noticeable in the style of teaching. This is due in part to the influence of the Institutes, conducted the past two seasons by J. J. Tilley, Esq., Model School Inspector, partly to the influx of a large number of Model School trained teachers, and also to the practical character I have always endeavored to give to my own visits to the schools.

Teachers' Institutes.—As indicated in my special report on Teachers' Institutes, 8th October, 1887. "In the early part of July one Institute was held at Parry Sound, for four days, instead of the two of the former season, for a shorter period. It was conducted, as far as possible, in the manner of a Model School, Mr. Tilley, as in the previous year, doing the principal part of the work. The Institute was fairly well attended, and everything possible, in the short time, done to make it of lasting benefit to the teachers. On the morning of the second day of the session Mr. Tilley delivered, to a crowded house, a powerful and stirring lecture."

Government Aid.—Some uniform system of granting aid from the Poor School Fund is much needed; uniform both in respect of the individual schools and in respect of the districts receiving aid. The system foreshadowed in your circular of last session, asking for information as to the assessment and rate per dollar paid by the sections, and the length of time the school was open during the year, appears to me to be sound in principle.

The addition to our Legislative grant has come as a welcome boon, and helped many of our poor and struggling sections to tide over difficulties. In my report of last year I ventured the statement that \$1,500 of Legislative grant would give \$1.33 to the unit of average attendance, but the great and almost unexpected increase in the total aggregate attendance of pupils this year, as compared with last, has reduced the amount to each unit of average attendance to \$1.20.

ROMAN CATHOLIC SEPARATE SCHOOL INSPECTION.

Report of James F. White, Esq., Inspector, Eastern Division.

I beg leave to lay before you a report on the Separate Schools visited by me this year.

In this division there are 110 schools and 247 teachers, an increase of 8 schools and 20 teachers since the date of my last report. Of the school buildings, nearly one-half are brick or stone, about 45 are frame, and the remaining 17 are log. Many of the rural sections are small and poor, and are, therefore, unable to provide the best class of school buildings. Especially is this the case in several of the recently organized sections, in new settlements, where, to build and furnish, even a log school house, the section has taxed itself from fifteen to thirty mills on the dollar.

The accommodation has been improved to a considerable extent during the year, as is shown by the building of nine school houses and the repairing of several others. Of the new buildings, not in a town or city, the best is that at Vankleekhill, a handsome brick structure, on a commanding site, surrounded by ample grounds; it contains four large, well furnished class-rooms, heated by hot water; it serves also as a residence for the sisters in charge. Neat, comfortable buildings have been put up at Embrun and St. Isidore de Prescott. In Ottawa, two good school houses have been erected, and the Board intends to spend next year about forty thousand dollars in providing suitable accommodation for the rapidly increasing school population. It will thus be seen that trustees and supporters are making noble efforts to meet the needs of their sections in the matter of accommodation.

Though the increase from year to year may not seem very large, yet, a great advance is shown by comparing the present position of the schools, in regard to staff and accommodation, with their position say, five years ago. For examples of this rapid advance I may take Renfrew, Trenton and Cornwall. In Renfrew there was found on my visit in 1882, one rather dilapidated frame structure, formerly a church, but now converted into a school, with but one room for the two teachers. To-day there are two very fine brick buildings, with large well furnished rooms and a staff of four teachers. Five years ago there was for Trenton school one fair sized building, with two teachers; at this date the school house has been doubled in size, a large, handsome Convent has been built as a teacher's residence, and five teachers are employed. Similarly, Cornwall, with four departments in 1882, has now three school houses, a large, well appointed Convent as a residence for the sisters, who have charge of the girls classes, and a staff of eight teachers. In the whole division there has been a gain in the five years, of 28 schools and about 75 teachers.

It is not, however, meant to be implied that the accommodation leaves nothing more to be desired; such is not the case, even in places where the greatest advance has been made, nor is it to be understood that every section has done its best to provide suitable accommodation; there are still some places, though fortunately but few, where no proper effort has been put forth to replace the present unsightly and uncomfortable school houses by more suitable buildings.

Much has been done during the year in providing suitable school furniture and equipment; few, if any schools now lack proper supplies of maps, reading charts and black-boards of good size. In schools recently built, provision has been made for ventilation and proper lighting; but in many of the older buildings there is room for much improvement in this respect. Probably it would not be possible, except at great cost, to have perfect ventilation in these last mentioned schools; but much could be done, even at a moderate outlay, to improve the existing condition of things. Unfortunately, however, trustees do not always see the great need, the absolute necessity almost, of providing large, well lighted rooms, and a sufficient supply of pure air of a proper temperature; and is to be feared that teachers sometimes fail to recognize the great importance of this matter or to enlighten the trustees concerning it.

The importance has long been recognized of making the school surroundings as pleasant and attractive as possible. Cheerful, well furnished rooms, and grounds made right with flowers and shaded with trees, are in themselves an educative force. But while the rooms are generally neat and well kept, the grounds are often too small, sometimes but mere yards, without any effort having been made to beautify them. It is to be hoped that the next Arbor Day will be more commonly observed in the different schools.

There is but little change to remark in regard to the teaching of the subjects of the school programme. Drawing is now commonly taught from the lowest grade to the highest, even in rural sections. For the junior classes it has sometimes been difficult to find exercises at once simple and instructive, especially when the teacher had not previously taken a course of instruction in the subject. But the new books of the kindergarten series supply this want, and they will doubtless be used in most of the schools. In general, the results have been most satisfactory, and in some schools, specimens of mechanical and freehand drawing of exceptional excellence were shown.

In the majority of schools singing is taught in the different classes, but usually it is not advanced beyond rote singing, though kindergarten or other exercise songs are often taken up in the lower grades. In some places, however, the subject receives merited attention. Kingston schools and the Christian Brothers' classes at Ottawa, may be mentioned as giving suitable instruction in music. The singing of the classes in the latter place merits special mention, as showing what boys can do when properly trained.

In about 75 departments in this division the French language is taught to a greater or less extent. There are over 30 such classes in Ottawa, the others being in rural sections. The great majority of these schools are in districts almost purely French. English is therefore an unknown tongue to most of the children on their first coming to school. In some cases the teacher of the language has followed excellent methods—at first much practice is given in oral translation and speaking, by means of object and language lessons,

later on reading from the board and from books with written translation and composition. In all these schools, without a single exception, English has been taught this year. In some sections, despite the fact of their being very few, if any, English supporters, the teaching of English has received by far the greater attention, and the pupils are more advanced in it than in their French studies. The parents think that the influence of home and companions will ensure to the children a proper command of their mother tongue, and are most anxious that a large part of their school life should be spent in acquiring a suitable knowledge of English. It cannot be said that in all cases instruction given in these schools is perfectly satisfactory; for several teachers have too limited an acquaintance with English to impart it successfully to their pupils. But on account of the lack of schools of a higher grade to give the necessary literary knowledge, and the lack of Model Schools to train them in the best methods, it does not seem reasonable to expect the highest results from these teachers, especially when their difficulties are much increased by their having to teach two languages. In view of the many serious obstacles in the way, it must be said that many of these schools show good results.

The Entrance Examination to High Schools marks the limit of the work usually attempted. The large number of pupils successful this year in passing, bears evidence to the efficiency of the training. A few places do work of a higher grade than this, preparing their pupils for the teachers' non-professional examination: of these the Convent School, Lindsay, has been the most successful. In July, eight of its pupils, out of a class of ten, obtained Second Class, while seven gained Third Class Certificates. This is a showing of which many a High School might justly feel proud, and it is but a further proof, if any were needed, that the work done at the Lindsay Convent School is of the highest character.

I consider the advance of the Separate schools in this district, in numbers and efficiency, very satisfactory during the year.

Report of Cornelius Donovan, Esq., M. A., Western Division.

SIR,—I have the honor to submit the following general report on the schools of my division for the year 1887:—

School Buildings.—The number of school houses in this division is 122, an increase of four since last year. Of these 65 are either brick or stone, 52 frame, and only five log buildings. Generally speaking, they are good, substantial structures; many are of a superior kind, and comparatively few of shabby appearance or construction. Improvement in this matter is steadily proceeding. St. Catharines comes to the front this year with two new brick buildings, both handsomely and modernly constructed, the larger one being among the finest schools of the Province; New Germany has had a new building erected in good style; Wallaceburg has entirely renovated its former school; Ellice has doubled its capacity, and Owen Sound has improved and extended its accommodation. In spite of the activity displayed by the authorities, the attendance in many places increases more rapidly than the extent of school accommodation. In Toronto, for example, several classrooms are almost literally packed with children, although the trustees are apparently doing their best to accommodate them, as the construction of the fine school on Hop street will testify.

Class Rooms and Equipments.—As the character of the buildings continues to improve, so does that of their interior requirements. On the whole, the desks and seats are of recent pattern and good quality; the same may be said of the blackboards and maps, but there is still a general want of globes. In the matter of ventilation, there is not a great deal of a scientific character existing, but, as a rule, the windows are constructed with a view of obtaining the best possible results in this important requisite. Lighting and heating are also well attended to, and in general the class rooms are cheerful and comfortable. Where deficiencies existed in these and other school matters, attention was called to them in the Inspector's detailed reports to the Department. I found good libraries in some places, and I earnestly advise that these beneficial institutions become more common.

School Grounds.—A yard is the lungs of a school. Give children plenty of playground and you not only afford them present enjoyment, but also provide to no inconsiderable extent for their future physical well-being. Most of the schools in my division

are amply supplied with yard room; still there are several with very limited grounds, and a few without any at all. Regarding such accommodations as privies and water supply, much improvement has been made, but play sheds are few, and tree planting scant, comparatively speaking. As sheds afford refuge and recreation in rough weather, and as trees beautify the premises and have an educative effect on the minds of the pupils, it is hoped that the authorities will give more attention to these useful adjuncts in the future. Arbor Day affords an excellent opportunity for beautifying the grounds, and should be universally utilized.

Number of Pupils.—Under this heading there is also a marked improvement. The various registers showed (at the time of my visit) a total enrolment of 12,400 names, or 813 more than last year. Of these, 3,179 belonged to the City of Toronto, 1,310 to Hamilton, and 616 to London. Of the towns, Amherstburg stood highest, with an enrolment of 250; Chatham next, with 245, and Berlin third, with 187. The largest village school was that at Arthur, with 112 names; the second, Wallaceburg, with 108, and third, Merritton, 95. Of the rural schools No. 13 Waterloo (New Germany) stood first, with 147 names; No. 14 Carrick (Mildmay) second, with 131 names, and No. 11 Wellesley (St. Clements) third, with 114. The total number of pupils present when I visited the schools was 8,940, or 300 more than last year. This very substantial increase would have been greater but for prevalent diseases in some districts, and extremely rough weather in others. The foregoing figures do not include Rat Portage, with two teachers and 67 pupils, nor Port Arthur, with four teachers and 198 pupils, which will be included in the summary following. I have never visited the schools of these two places, but Port Arthur has been visited by my colleague, Mr. Jas. F. White, while inspecting the Indian schools in that vicinity.

Work of the Pupils.—Although in last year's report I announced a decided improvement in the proficiency of classes in general, I am able this year to report a still more marked degree of progress. The management of the schools is active, energetic and successful; wherever the standing of the pupils is weak it is chiefly due to frequent change of teachers, irregular attendance, or premature withdrawal of pupils from school. Comparing the sexes in point of proficiency, I find that if in some cases the girls excel the boys there are others in which the boys excel the girls, so that on the whole they are about equal. The departmental programme of studies is universally followed. Friday afternoon exercises form an excellent feature of the arrangement. Recitations, songs and needle work (for girls) are commonly practised, and with most pleasing and profitable results. The leading classes of Toronto, Hamilton, London and St. Catharines sent specimens of their skill to the recent Colonial Exhibition, and were duly awarded medals and diplomas.

The French and German Schools.—In this division there are twelve French and sixteen German classes, where the French and German languages respectively are more or less taught. The teachers of these schools, while instructing in reading, spelling, Christian doctrine, and sometimes other subjects in the mother tongue of their pupils, faithfully follow the departmental programme of (English) studies. In spite of the additional labor hereby involved, these schools, taken all around, are as successful as most, and more successful than some of their confreres, where no language but English is used. Moreover, there is this peculiar feature about the French and German schools, that, as the children of many of them come in contact with the English language only in their text books or in the speech of their teachers, one seldom notices those ungrammatical statements and expressions of slang that are frequently met with elsewhere.

Uniform Examinations.—The work of uniform examinations, which I began two years ago, and gradually extended from time to time, was this year made still more comprehensive. Papers on the principal subjects for Classes II, III and IV were prepared on strictly departmental principles, and sent out to all the cities, towns and villages in my district, to be used for promotional purposes. The results were, on the whole, most gratifying. The teachers as a body faithfully attended to the duty, made prompt returns and seemed to give the subject their hearty approval. When the rural schools are included and arrangements made to lighten the work of the teachers in reading the pupils' answers, the system will, I think, be on as satisfactory a basis as possible.

High School Entrance Examinations.—According to the present regulations two of these examinations are annually held. In my opinion, one is enough, as it would give teachers more opportunities for greater thoroughness, and for bringing out to a fuller extent the best qualities of their pupils.

In this division 160 children passed the examinations for entrance to High School (under the Act) during the year. Besides these, some sixty other pupils entered the institutions of Toronto and Hamilton that correspond to the High Schools above mentioned. As a matter of fact, the De la Salle Institute of Toronto (under the control of the Separate School Board) actually does the work of a High School. In the boys forms, conducted by Christian Brothers, besides the advanced branches of mathematics, English, etc., a commercial course is given, so thorough and practical that their graduates are at once ready to take responsible positions. The efficiency of the girls' forms, conducted by the Sisters of St. Joseph, will be at once recognized when it is considered that these ladies annually pass a number of their pupils through the non-professional examinations for teachers. Eleven of these candidates were passed this year in Toronto by the Sisters of St. Joseph.

The Teachers.—This division contains 258 teachers, a gain of ten over last year. Of these, 215 are ladies and 43 gentlemen. As I have intimated in previous reports, they are a skilful, painstaking body, truly imbued with the progressive spirit of the age in the matter of education, and laboring zealously and successfully for the mental and moral welfare of their pupils. The salaries, excluding members of religious orders, are, as a rule, as high as those of their fellow workers in Public Schools, but, in my opinion, the teachers of both systems are insufficiently paid. The teaching profession is the most truly productive of all professions, yet it is, on the whole, the least remunerated. During the year the usual Institute meetings were held throughout the district, and were well attended.

SUMMARY OF STATISTICS.

| | | | |
|---|--------|---------------|-----|
| Number of school houses..... | 122 | Increase..... | 4 |
| “ pupils enrolled..... | 12,665 | “ | 813 |
| “ “ present..... | 9,116 | “ | 300 |
| “ teachers..... | 258 | “ | 10 |
| Classes visited..... | 254 | | |
| Passed the High School Entrance Examinations..... | | | 160 |
| Passed to the High Classes in Toronto and Hamilton..... | | | 60 |
| Total | | | |

In conclusion it may not be inappropriate to remark that it must be a matter of gratification to you, sir, and to all others interested in their welfare, that the schools referred to in this report have made the substantial progress above indicated during the year just ended.

INDIAN SCHOOL INSPECTION.

Extracts from Reports of School Inspectors on Indian Schools.

J. F. White, Esq., Inspector Roman Catholic Indian Schools.

Fort William (Boys.)—Mr. Thos. Stackum is still in charge, this being the seventh year of his teaching in this school. The building has been repaired since last year and presents a much neater and more comfortable appearance than before. The supply of equipments is very fair; but maps of Ontario and Canada are needed. There are not many boys of school age in the village, and the attendance is not the most regular. On the register were entered the names of 9 pupils in Books I and II, of whom 6 were present on

the day of inspection. Their answering was quite good in general; writing on slates and paper was very neat; and in arithmetic the mechanical work was very well done. The teacher is painstaking and energetic, and is succeeding fairly well.

Fort William (Girls).—The Sisters of St. Joseph have charge of this school — Sr. Ursula of the senior department, being the principal teacher. The class-rooms are large, airy and cheerful; the senior department is well supplied with maps, black-boards, &c.; some educational supplies are required in the junior department. Both are comfortably heated by hot-air. Nearly all the Indian children here are boarders in the convent; their intimate intercourse with their teachers and with some white pupils who attend, has resulted in giving them a good command of English, and a certain refinement, in manner. Outside of school hours they learn, in a practical way, something of domestic economy and housekeeping, which will be a great benefit to them in after-life. On the register there were fifty pupils graded to Book III, inclusive; forty-three were present on the day of my visit. Their answering in the several subjects was in general very creditable. Until a short time before my visit there was but one teacher, for whom the work was too onerous, as these children require much personal supervision. The appointment of a second teacher should certainly tell most favourably on the school results.

Red Rock.—The building is large, and one of the most neat and comfortable that I have seen for Indian schools. Mr. James McKay continues in charge; he is a capable teacher and very faithful in his work, not limiting his care to the children when in school, but endeavoring to make them more comfortable in their homes. There is a good supply of books, and of the most needful appliances for teaching, with the exception of maps. Twenty-five pupils are in attendance, graded to Book III, inclusive; a cutaneous disease prevalent in the settlement kept nearly all the children at home at the time of my visit. They appear to be making satisfactory progress in their studies, especially when the irregularity of attendance is considered.

Garden River.—Rev. Thos. Ouellet, S. J., continues to direct the school here, while Miss McMahon remains in charge as chief teacher. The house is neat and comfortable, though rather small; there is a good supply of books and other requisites. There were forty-four pupils registered, and thirty-two present, graded to B.K. III, inclusive; the girls formed the majority of the first class, but they were few in the higher grades. The attendance ranges, ordinarily, from twenty-five to thirty-five, which is very good for an Indian school. The teachers have worked faithfully, and the pupils have made satisfactory progress in their studies.

Sheshegawaning.—Mr. G. C. Quinn, a white teacher, with a very fair education, has recently been appointed here. During the time that no school was held, the school-house became almost a total wreck; consequently a private house has been used for the present. This building answers very well for the summer, but is greatly in need of repairs to render it habitable in cold weather. As the settlement has been so long without having a school, the children are very backward in most of their studies, but the teacher is earnest and will, doubtless, show good results when he has been some time in charge.

Sakamong.—The school-house here is now ready for occupation, lacking only seats for the pupils. It is a comfortable building, large enough for the attendance. No teacher has yet been engaged, but it is expected that one will be in charge before long.

Serpent River.—Mrs. Mary Cada is still the teacher in this school. The building is small and not very comfortable; the school furniture is very fair. This is one of the schools where irregular attendance prevails to a great extent, especially in the summer. There are about eighteen children of school age, but the usual attendance does not exceed seven or eight. The results, consequently, are not the best.

White Fish Lake.—This school continues under the charge of Miss Hourigan. As the Indians in this settlement remain at home in the summer, she had kept school open all that time, and had taken holidays in September. She had not returned at the time of my visit.

Buywaks.—Miss Agatha Gabow remains in charge of this school. The building is new, large enough, and comfortable, and is kept remarkably neat. There is a good supply of books and of the necessary appliances for teaching. Thirteen pupils were registered in Books I and II; seven were present on the day of my visit. The general attendance is

quite regular, though many of the children come from a considerable distance. The teacher is kind, careful and energetic, and has had very fair success, as shown by the answering in the different subjects. The pupils understand English very well, as the teacher gives most of her commands and explanations in that language. This must be counted one of the best of the smaller Indian schools.

West Bay.—Miss Lucy Kinoshmeg, a native educated at Wikwemikong, has been teaching here since August. She has a very fair knowledge of English, is attentive to her duties, but she seems rather young to be in charge of this large school. The building is capacious, a part of it serving as a teacher's residence; it is comfortable and tolerably well supplied with teaching appliances. There were thirty-eight pupils registered—sixteen girls and twenty-two boys—with sixteen present, nearly all in Book I. The results in the several subjects were not gratifying, with the exception of writing, which was really creditable. The present prospects for this school are not the brightest; it would be better to put an older and more experienced teacher in charge.

South Bay.—The teacher here is Miss Madeline Aschitonean, a native educated at Wikwemikong, with one year's teaching experience. The school house is large enough, but is not in good repair. Most of the Indians in this settlement are away in the summer and autumn; the attendance, consequently, is good only in winter, when the larger children come. On the register there were fifteen pupils, but only three were in attendance. The subjects taught are reading, spelling, writing, arithmetic, grammar, drawing and singing. The results were fair.

Wikwemikong.—This school is now taught by Mrs. Pelletier, a native, who has had an experience of ten years in teaching. The church is temporarily used for school purposes, as the school house proper is not yet completed. The new building is of good size and will be quite comfortable; it is on the hill near the church, as the greater number of the Indians are settled in that place. The names of twenty-eight pupils appear on the register, eighteen were present; none beyond Book I. The teacher is kind, and attentive to her work; the answering showed that the pupils are making satisfactory progress under her direction.

Wikwemikong (Boys).—This year the school is in charge of two Jesuit Fathers—Rev. L. Dugas, and Rev. J. A. Drolet. The new building is approaching completion and many of the boarders have returned. On the register were forty-one pupils, and forty were present on the day of inspection. The teachers are most earnest in their work, and the answering in the several subjects showed that they are meeting with much success. The discipline and deportment of the children are all that could be desired. The school rooms are large, airy and well lighted; there is a good supply of the most necessary appliances for teaching. This must be considered as one of the most successful of the Indian schools, as the pupils not only receive a very fair education but are taught several useful trades. I found them working at blacksmithing, shoemaking, tinsmithing, and some employed in a planing mill and sash-and-door factory.

Wikwemikong (Girls).—Miss Miller and Miss Lyman still remain in charge of the classes. The accommodations leave little to be desired, and the equipment is complete. The number of pupils registered was thirty-six; of these, thirty-two were present. In winter the attendance reaches sixty and another teacher is then employed. Nearly one-half the number are boarders in the house; the others are the village children. The results of the examination showed a decided improvement on last year. The several subjects on the Public School programme for Books I, II. are successfully taught. In addition to these studies the pupils are carefully trained in domestic economy; the neat, bright rooms and the excellent display of knitted and sewed articles of clothing bearing evidence that they are doing well in what is for them a most important branch.

Mattawa.—The school which the Indian children attend here is conducted by the Grey Nuns. They are taught in the same classes as the white children, and their answering in the several subjects was quite satisfactory. Their knowledge of English is certainly superior to that of the pupils in most of the Indian schools.

M. J. Kelly, Esq., M. A., Inspector, County of Brant.

Indian Reserve, Township of Tuscarora.

First Half-yearly Visit.

Early in January last, in company with the local Indian Agent, Col. Gilkison, I made an attempt to reach the Mississauga School, near Hagersville, but after a drive of seven miles, owing to the roads being blocked with snow, we were forced to return. I commenced my last inspection of these schools on the 16th June, and closed it on the 30th.

1. The first school visited was *Board School No. 8*, near the "Sour Springs," Miss Maggie Davis, teacher. Number enrolled, 21, present, 19, all in four classes. The first class, comprising 11 pupils, was examined in reading, spelling, arithmetic, writing and geography, and did fair work in all these subjects. The second class, numbering five, was examined in the same branches, and with slightly better results. There was only one pupil present in the third class. This one reads fairly, spells well and can do problems in arithmetic as far as reduction. The fourth class, three present, was examined in English grammar in addition to the subjects already mentioned; does fair work in reduction and compound rules, but knows nothing yet of fractions. Can analyze simple sentences and parse a little; writing of the school is generally good. The children know the Ten Commandments, the Lord's Prayer and the Apostles' Creed, and are clean and neat in their dress; order good, house clean; grounds in good order; no additional equipment since my previous visit. Present during the examination, Rev. Mr. Caswe and Mr. Watson, an ex-teacher.

2. *Red Line School*—Miss Hyndman, teacher, engaged last year in the Stone Ridge School. Number enrolled 32, present 20. In junior first part 8 present, just beginning; in senior first 3 present, reading and spelling fair, can read numbers to 500. Senior first class 5 present; the reading, spelling, writing and arithmetic, good. In second class, only one present, who reads well, can spell fairly and can do addition and subtraction. Junior third class, 2 present; reading fair, spelling good, in arithmetic can do multiplication and short division. In senior third class, one present, who did satisfactory work. Writing not so good as in the last school. Children know Ten Commandments and the Lord's Prayer. The school house, which is near the C. M. Mission Church, on the Grand River, needs a better foundation. It must be very cold in winter. Equipment good, maps of the World, Ontario and Dominion, small globe and fair desks and seats. Needed a clock and a blackboard. The resident missionary was present during the examination.

3. *No. 7 Board School*.—visited on the 17th June, Miss Elizabeth Johnson, teacher, holds a third-class certificate. 52 names enrolled, 32 present, mostly Tuscaroras and Cayugas, former chiefly Baptists, the latter Pagans. House and grounds in satisfactory state, the latter nicely enclosed, with grassy sod, outhouses and maple trees growing well. The internal equipment of the school house is very fair. Ontario Readers used. Order good. In First part, 14 present, doing fair work; the method of reading might still be improved; 4 in the second part, reading, spelling and numbers, fair. In Second class 5 present; result of examination middling. Third class, 3 present, arithmetic and geography indifferent; reading and spelling fair; 2 in Fourth class, arithmetic and grammar indifferent; reading, spelling, etc., fair. A heavy rain had swept over the reserve in the latter part of the previous night leaving a cloudy sky; and, as a consequence, the foliage of the trees, the grass and crops were of a dusky green.

4. *No. 3 Board School*.—Miss Sarah Davis, teacher, 23 pupils present, all of the Mohawk tribe, talking mostly in Indian; the Mohawks are said to cling to their language more tenaciously than other Indians. House and equipment good, grounds in good order, trees growing and quite large, outhouses in good order. Fourth class, nine present; was examined in reading, spelling, arithmetic, grammar, and geography, and did satisfactory work in all. Third class, three present; was examined in the same subjects with like results. Second class, 8 present; of this class the reading was fair, arithmetic and spelling good. Three in the first class do fairly.

5. 20th June, visited the new *Credit School*, No. 9, Miss Mary Monture, teacher, who passed the entrance examination from the Mohawk Institute, and subsequently attended the Brantford Collegiate Institute a year and a quarter. New frame house, grounds enclosed, entered by stile, trees growing slowly, has fair equipment but needs the new tablets. 21 pupils present; 1 in the Fifth class, a girl of 9 years; 1 in the Fourth class, a boy of 12; three in the Third class, averaging 10 years; seven in the Second class, ages averaging 12 years; one being 16. The ages of the First class average 7 years. In this school, strange to say, the intelligence seems to be in the inverse order of the age. All the classes in this school were thoroughly examined, but the result was not satisfactory. The change of teachers at the new year, has not been followed by improvement, but the reverse.

6. *Missionary School*.—Near Hagersville.—A new school house was expected here, but it has not yet been built. Grounds not inclosed. Two out-houses. Inside, desks and wainscot painted dark green, walls papered, ceiling whitewashed. There is a clock, a small globe, Gage's readers and tablets, numeral frame and dictionary. Teacher, Miss Mary Murray, (white,) who had taught three years in the Hagersville Public School. Her third-class certificate has recently expired. 25 names enrolled, 15 present. Eight in the Second class, examined in reading, spelling, arithmetic and geography, with general good results. In First class six, all doing well. In Third class four, making good progress in reading, spelling, arithmetic, geography and grammar. Order and management excellent; now one of the most satisfactory schools in Tuscarora.

7. June 23, a cloudy day; visited *Board School No. 2*, near Council House, Miss Floretta Maraele, teacher. No additional equipment since my former visit. Trees in enclosed ground growing nicely. Children, Mohawks and Tuscaroras mostly. Attendance relatively small; reason assigned, day being Friday. The First class, 13 present, is just beginning, but promises fairly, ought to have the new tablets. The Second class, two present, reads fairly and spells well. The Third class, 8 present—in reading, arithmetic and grammar, does well; in spelling fairly. Fourth class, 2 present, does good work in reading and spelling, fair in arithmetic and grammar. Number present 25, order good.

8. *Thomas School*—a Board School—Mr. John Miller, (white), teacher. A few trees have been planted in the grounds here. Additional equipment, map of world and new sets of Ontario Readers, slates, etc. Needed a new blackboard and new globe. The globe sent was all broken when received. First part, 7 pupils, in reading, spelling and numbers, good. Second part five, also does well. Second class, 6 present, examined in reading, spelling, arithmetic, etc., with good results. Third class 5 present, writing very good, arithmetic, spelling and reading good. Fourth class 3 present, examined in reading, spelling, grammar, geography and arithmetic and marked excellent in all; in the last subject the class can work as far on as interest and discount readily. This class could have passed the entrance examination. This is, at present, the most advanced school on the Reserve.

9. June 28—visited *Board School No. 6*, (Beaver School)—School held in Cayuga Indian Mission Church, Benjamin Carpenter, teacher. Room furnished with good desks, painted blue, oak grained wainscot, and blue walls. There is a good clock, blackboards, maps, natural history charts, etc. Attendance very irregular. Not much interest taken either in school or church. "Children have no home training," says the teacher. The members of the Board have not visited the school for a year. The school house, (or church rather, is on the boundary line between Tuscarora and Oneida; a store and post office near at hand, and the land in the neighborhood of excellent quality. Improvement here is imperatively needed. 31 on the roll, 2 present at the time of my visit, both in the first book. A new school is now in course of erection on the Council House line, a couple of miles from this, and, when completed, it is proposed to close up the Beaver School. The Pagan Cayugas and Onondagas will be thus left to their own devices—a state of thing not contemplated by the original founders of the New England Company.

10. *Board School No. 10*.—Fine brick house. Nothing new added since date of last report by way of equipment. John Lickers, teacher. 53 on roll, 30 present. Fourth class 4 present, fair in arithmetic, good in reading and spelling. Fifth class, 2 present in arithmetic as far as addition of fractions, fair; in grammar, reading and spelling, do

Third class, 10 present, fair in spelling, good in reading, arithmetic and geography. Second class, 4 present, does very well. Eight in the First class do good work. Order excellent.

11. June 29th, *Stone Ridge Mission School*.—The teachers have been changed here ; the present teacher is Miss Amelia Chechock, who received her training at the Mohawk and Mount Elgin Institutes, and taught for a term in the Parry Sound district. Present equipment of school includes new blackboards, Ontario Readers, slates, maps of the World, Ontario and Dominion, small clock, fair seats and desks. Needed, a small globe and new tablets. On roll 26, present 13. Third class, 5 present ; in reading, spelling and geography, fair ; arithmetic grammar, indifferent ; writing, good. Second class, 2 present, fair in reading, better in spelling, arithmetic and geography. 7 in First class do fair work. Order good.

12. June 30th, visited *School No. 5*.—Board School on Delaware line, near the Oneida boundary. Mrs. Emily Etobico, teacher. Good frame building, small grove of trees near. 34 on roll, 16 present ; "berry time," alleged as cause of so many being absent. Nothing new added to the equipment during the year. New tablets much needed. First class, 11 present, of average age of 7 years, most of them just beginning, four of them read pretty fluently. Second class, 2 present, reading and arithmetic good, spelling above the average. Third class, 3 present, reading, spelling and grammar good, geography fair. Order good.

The teachers received no notice of the Inspector's visits, and therefore it may be assumed the schools were in their ordinary every day state when inspected. The result has been, on the whole, satisfactory, but there is room for improvement.

Second Half-yearly Visit.

1. *Board School No. 3*—on the Chippawa line, was inspected October 28th. Number enrolled during the term 34 ; present the day of my visit 21, in four classes. The 4th class, six pupils, was examined in reading, spelling, arithmetic, geography, the literature of the reading lesson and English grammar, with good results in the four first subjects ; fair in literature, and inferior in grammar. The writing was good. The 3rd class was examined in spelling, reading, writing, (the latter very good) and arithmetic, and did generally satisfactory work. The 2nd class, six in number, did fairly in reading, spelling and numbers. The 1st class, seven present, are just beginning, and understand scarcely a word of English. The school is opened with prayer, followed by a lesson in Scripture History. The Ten Commandments, Lord's Prayer and Apostles' Creed, are all taught, and are known by a majority of the pupils. The equipment is nearly complete. I would, however, recommend that the new tablets and a copy each of Chambers' or Stormonth's Dictionary and of Beeton's Biographical Dictionary be supplied for this and the other schools on the Reserve. The same teacher, Miss Sarah Davis, is still in charge of this school, and does her work very well. The grounds, fences and outhouses in good order. Order good ; children generally clean and well dressed.

2. *Board School No. 7*—on the same line, was also inspected. Miss Elizabeth Johnson, teacher. Enrolled, 40 ; present, 23. Equipment of school room about as last school ; needs, the same. In 4th class, three pupils present ; reading fluent, and as to expression emphasis, etc., fair ; spelling, excellent ; grammar and geography, fair ; writing, good ; arithmetic, bad. A similar description will cover the work of the 3rd class, and, indeed, of all the others. Arithmetic seems to be the *bête noir* in the school. Order good. The very young know only Indian. Some of the wire has been torn off the fence and should be replaced.

3. *Board School No. 5*—on the Delaware line, near the Oneida boundary, was inspected on the 31st October, Teacher, Mrs. Emily Etobico. Enrolled, 40 ; present, 19. Attendance reported irregular. 4th class, two present ; was examined in reading, spelling, writing, arithmetic, geography and grammar ; doing well in first three subjects and inferior work in the rest. The third class did better, and the second and first fairly well. I am endeavoring to have phonics taught the younger classes in all these schools, with a view to improving the enunciation of the children. The equipment of this school consists of

a clock, globe, maps of Dominion and World, and large animal chart, ball frame, new tablets and new Ontario Readers, six Windsor chairs, for visitors, good school furniture. Floor and walls clean; children clean and well dressed. New picket fence in front, wire fence on remaining three sides. The comparatively small number present was probably due to the weather. It was a typical Indian summer day and many were seen along the line, which runs through splendid land, busily engaged in their fall ploughing.

4. *Board School No. 6.*—This is the new school on the Council House line, a short distance from the Oneida Reservation. The building is a frame one, cottage style, similar in form and structure to No. 5, the main difference being that No. 6 has no extension in the rear to serve as a lobby for wood, etc. The front extension is divided into two compartments entered from without, and the school room, by separate doors and which are used as cap and cloak rooms. Externally, the building is painted a light green; inside the walls and ceilings, which are lined with narrow boards, are painted a light drab. The school room is ample and lofty, with plenty of light. Equipment good, teacher's and pupils' desks and seats, fine box stove, on raised brick platform, nice press for books painted drab, good clock, small globe, card with Ten Commandments, ball frame, maps of World, Dominion, United States and Palestine, large animal chart, six Windsor chairs. Good picket fence in front, the rest wire; slatted walk to front entrance; two new out houses (closets), which are to be masked. The opening of this school has had the effect of closing the Cayuga Mission School on the Tuscarora and Oneida town line, the teacher of which, Mr. Benjamin Carpenter, is to be employed as truant officer on the reserve. The teacher of No. 6 is Miss Sarah Latham, (Indian), bright and sharp, and talks excellent English. She passed the entrance examination last Christmas, and attended the classes of the Brantford Collegiate Institute up to midsummer. Her salary is \$250 per annum. Number of pupils present on day of visit, 13, in three classes. Of the Third class, the reading, spelling and writing, fair; arithmetic, scarcely up to the mark. The same may be said of the other classes. The Cayuga is the prevailing dialect here, the Pagan, the prevailing religion. I met many wagon loads of Indians and their families and many more on foot, making their way to the Long Houses, this, (the Indian summer), being their great festival season.

5. *Stone Ridge Mission School.*—Under control of C. W. Conference. This School was inspected November 1st. Miss Amelia Chechock, teacher. Enrolled this term, 20—present, 13. Attendance reported very irregular. Equipment improved, but still defective. The furniture is similar to that in the Board Schools. The new tablets have been obtained. The needs of the school are:—more ground, closets, ball frame, small globe dictionary, hand bell, larger blackboard, an easel to hold tablets and blackboard. Three classes in the school. The reading, spelling, writing and geography of the 3rd class (3 in number) "good;" the work of the 2nd class, "fair;" of the 1st, generally "good. Order, good. Miss Chechock teaches and manages her school well.

6. *Board School, No. 10.*—Mr. John Lickers (Indian) still the teacher. The best school house on the reserve is here—a fine brick structure on a stone foundation. The present equipment is: clock, globe, slate blackboards, two maps of World, one of Dominion of Canada, large animal chart, card with Ten Commandments, good desks and seats, 6 Windsor chairs. Recently added: two new tablets, five new desks and seats, wire fence around grounds, two closets which are to be masked. 48 enrolled—35 present in 5 classes. 5th class, 3 present, was examined in reading, spelling, geography, grammar and arithmetic, and marked "good" in all but the last subject, in which they did "fairly." 4th class, 7 present, marked "good" in reading and spelling, "fair" in grammar, "bad" in arithmetic, in which they can do only multiplication. 3rd class, 5 present, "good" in spelling and geography, "fair" in reading. 2nd class, 3 present, "good" in spelling, "fair" in reading and arithmetic. 1st class, 17 present, did "fairly." Order, good.

7. *Board School, No. 8.*—Opposite Kenyengeh Church. Miss Maggie Davis, teacher. Enrolled 16—present 13. Attendance regular. Equipment: clock, globe, ball frame, maps of Hemispheres and Dominion, large animal chart, Ten Commandments; good furniture; press for books. Needs: new tablets, dictionaries. House in large lot enclosed with plenty of pine trees. Three classes. 3rd class 1 present, reading an

spelling "good," arithmetic, grammar and geography "fair." 2nd class, 3 present, about the same as 3rd. Senior and junior 1st, 9 present, do "fair" work. Order, good.

8. *Board School, No. 2*—Near Council House. Miss Floretta Maraale, teacher. Enrolled, 33—present 27, in five classes. 5th class, 3 present, reading, spelling writing, "good;" arithmetic, "fair;" grammar, do. 4th class, 6 present, "fair" in spelling, arithmetic and grammar, "good" in reading. 2nd class, 7 present, spelling, reading and arithmetic "fair." 1st class, 11 present, does "fair" work. School-room, clean; children, do. Tablets obtained since last visit; grounds, satisfactory. Order, good. This school was inspected November 2nd.

9. *Thomas School*—A Board School, Mr. John Miller (white), teacher. This school was visited on the 3rd November. Equipment: clock, maps of World, (2 Mercators) of United States and Dominion, Ten Commandments. Needed: a small globe, new Ontario readers, new tablets, dictionaries (Chambers' and Beeton's Biographical,) a dozen each of the new arithmetics and grammars, new seats and desks (children now have nothing but small table to write on); and, indeed, a new house. Enrolled, 39—present, 24; average last quarter, 26. 4th class, 1 present, reading, spelling, arithmetic, geography and grammar, "good." 3rd class, 3 present, "good" in the same subjects, all except arithmetic, in which they did "fairly." 2nd class, 10 present, can spell, read, and do addition and subtraction "fairly well." 1st class, 7 present, doing "fairly." Order, good.

10. *Red Line School*—Near the C. Wesleyan Methodist Church, on the Grand River. Miss Hyndman, teacher. Number enrolled, 27—present, 17; average last quarter, 20. 3rd class, 1 present, "good" in spelling, "fair" in reading and arithmetic, geography "unsatisfactory." 2nd class, 8 present, "good" in reading and spelling, "fair" in arithmetic and geography. 1st class, 8 present, does "fairly." Writing of school, "pretty fair." Needs: the house underpinning, press for books, blackboard and stand for it, teachers' desk, globe, dictionaries, and new tablets. Order, satisfactory.

11. *Board School, No. 9*—East end of Garlow's Line. Miss Mary Monture, teacher. Enrolled, 36—present, 26, in five classes. 5th class, 2 present, reading and spelling "good," arithmetic (through reduction), "fair," grammar "inferior." 4th class, 2 present, reading and spelling "good," arithmetic (through long division) "fair." 2nd class, 4 present, reading "good," spelling and arithmetic "fair." 3rd class, 2 present, reading and spelling "good," arithmetic "fair." 1st class, 16 present, does "fairly." The children in this school think and speak English. This school has equipment, desk, globe, ball frame, maps of World and Dominion and zoological chart, 6 new Windsor chairs, slate blackboard, Oliver and Boyd's object cards, good furniture. Needed: new tablets and dictionaries. This school was inspected 4th November. Order and management satisfactory; improved since last visit. More trees desirable.

12. *New Credit School*—Near Hagersville. Miss Mary Murray, teacher. Enrolled, 25—present, 20, in three classes. 3rd class, 2 present, reading, spelling, arithmetic, grammar, geography, "good," and well taught. 2nd class, 5 present, reading, arithmetic, spelling and geography—first two "good," second two "fair." 2nd part of 1st class, 4 present, reading "fair," spelling and arithmetic "good." 1st part, 9 present, does satisfactory work. Order and management, good. I have recommended that dictionaries be supplied to these schools, as the teachers must often need such helps in order to be sure as to the pronunciation and meaning of words, and as to the biography of the authors named in the readers.

W. S. Clendening, Esq., Inspector, East Bruce.

Saugeen and Cape Croker Reserves.

Saugeen.—There are three schools known as Indian Village, Scotch Settlement and French Bay. They were visited June 8th and 9th, also Nov. 1st and 2nd. The teachers are all whites—one male and two females; two hold expired Thirds and one of Entrance

standing; two of them continued in their schools from 1886. The salary of each teacher was \$300, also a good dwelling house for the teacher at Scotch Settlement and French Bay. A new stove and a new pump were the only improvements made.

The attention of the Agent to the schools was only fair, but a new man has been appointed, in whom I have every confidence regarding the welfare of the schools.

Cape Croker.—The three schools on this Reserve are called Cape Croker, Sydney Bay and Port Elgin. Visited them April 26th and 28th, also October 25th and 26th. The three teachers are all Indians—two females and one male; none higher than Entrance standing. A change of teachers took place at Cape Croker. Each teacher received a salary of \$250.

Extensive improvements have been made on this Reserve during the year, viz.: the school at Port Elgin has moved into a good new school-house; new bells have been provided for the buildings at Sydney Bay and Port Elgin, and each site fenced. The Agent on this Reserve, Mr. Jermyn, deserves to be highly commended for his attention to the schools; he has made wonderful improvement in the school accommodation since his appointment.

General Remarks.—The work of inspection is progressing favorably on both Reserves. The teachers are very faithful and the schools are coming up rapidly to the standing of white children in the Public Schools. A class at Scotch Settlement surprised me with its knowledge of grammar. We expect three changes in the teaching staff in 1888. The Board of Examiners has decided to grant a certificate for these Indian schools to any Indian of Entrance standing, but not to any white of less than Third Class standing, unless absolutely necessary to fill the schools.

John Brebner, Esq., Inspector, West Lambton.

Indian Schools on Walpole Island and Sarnia Reserve.

First Half-yearly Visit.

Walpole Island School No. 1—was visited on April 21st, when I found eight boys and two girls present. Joseph Noddie, (Indian), teacher.

The attendance the day before my visit was 15, and the day before that 25, and may have been back to 20 or 30 the day after I was there. There were two boys in third class whose reading was fair; spelling, poor; arithmetic, (multiplication) good; writing good. Second class, four boys; reading, poor; spelling, fair; arithmetic, fair; writing, very good. No class in Second Part of First Book present. Writing good. First Part of First Book, two boys and two girls. Reading, good; spelling, very good; writing, good; arithmetic can scarcely count in English. Mr. Noddie is good in arithmetic, but his English is poor; he is doing much to secure the attendance of all the children, and on that account may accomplish more than a better scholar, who did nothing to bring all out, would. I understand there are several Catholic families who do not send their children to either of the schools, owing to the distance to travel. Steps are needed at the school house door, and some of the plaster is off.

St. Clair Mission School, Sarnia Reserve.—Visited April 13th; present, 24 boys and 13 girls. Fred A. Ermatinger, (Indian), teacher.

Mr. Ermatinger has passed the entrance examination and attended the Sarnia High School nine months, where he wrought hard and did well, especially in mathematics.

The 4th class consisted of a boy and girl. Reading, very good; spelling, good; meaning of words, fair; arithmetic, (vulgar fractions), fair; grammar, (girl only), fair.

tory, middling; writing, good; geography, bad. In the 3rd class there were four
ys.—Reading, middling; spelling, good; arithmetic, (multiplication and division),
od; writing, good; no other work. The 2nd class.—Four boys and four girls.—Read-
g, fair but indistinct; spelling, good; meanings, middling; arithmetic, good; writing,
r. Second Part of First Book—there were four boys and four girls. Reading, good;
elling, good; meanings, middling; arithmetic, fair; writing, good. First Part of First
ok—ten boys and five girls, most of them just beginning to attend. Reading, good;
elling, fair; meanings, good: arithmetic, fair. This school is doing as well as can be
pected where the attendance is so irregular as it usually is among Indians.

The following are the present wants of the school. First Books are badly needed;
re desks, of proper make; cupboard needs lock and hinges; steps at door; grounds
ained; and gravel laid down from door to gate; privies put in proper state of repair
d cleanliness.

Walpole Island School No. 2—was visited on the afternoon of April 21st, when I
nd eleven boys and thirteen girls present. William Peters, (Indian), teacher. The
endance was not so large as on some of my former visits. 3rd Class—Consisted of
e girl.—Reading, fair; spelling, very good; arithmetic, good; writing, good; Canadian
tory, good, geography fair. 2nd Class.—Three boys and four girls. Reading, fair;
elling, fair; arithmetic, good; writing, good. Second Part of First Book—Three boys
d three girls. Reading, fair; spelling, poor; arithmetic, good; writing, good. First
rt of First Book.—Reading, fair; spelling, poor; arithmetic, fair; writing, very good.
e reading in this school was indistinct. The children speak with their teeth shut;
elling, not so good as I have heard from the same pupils.

The furniture is in good condition but not comfortable to sit on nor suitable to
all children.

Second Half-yearly Visit.

I visited *Walpole Island* on October 24th, but found the schools closed on account
it being pay day. I returned on November 3rd, and examined both schools.

No. 1 Walpole, taught by Joseph Noddie (Indian). The school was very small,
y six boys and two girls being present. 1st Part, 1st Book.—Four boys and two
ls. Reading, very good; arithmetic (addition), good; and writing, good. 2nd Part—
e boy. Reading good, but spelling poor; arithmetic (addition) good; writing well
e. II. Class.—One boy. Reading, fair; spelling, good; arithmetic (addition and
traction) very good; writing, good. When I reached the school about 10.20, a.m.,
e of the boys were still playing in a field at some distance from the school-house, and
being sent for came in. As the register showed a larger attendance I asked the
cher how such was the case. He told me there would be more present in the
ernoon, and on repassing the school-house about 4.30, p.m., I was told there had
n fourteen present, three of them III. Class pupils. I do not think either the
cher or his pupils have the interest they ought to have in the school and its work,
d local jealousies may be the cause.

No. 2, Walpole, was visited November 3rd, p.m., Mr. Wm. Peters is still the teacher
this school, and he is doing good work. There were twenty-two boys and sixteen
ls present. In 1st Part of 1st Book Class.—There were ten boys and six girls. Read-
g, spelling, arithmetic, and printing well done, but the children do not yet understand
at is said to them in English. 2nd Part, 1st Book--Seven boys and eight girls; their
ding, spelling and arithmetic were not relatively so good as that done by 1st Part;
iting good. II. Class.—Two boys and four girls. Reading, good; spelling, extra good;
thmetic (division), fair; writing, very good; geography, good; and composition, good.
I. Class.—One girl. She has not improved in reading as I think she might have done.
elling, very good; arithmetic, good, (reduce 7678678956 drams to tons, and find
C. M. of 30, 50, 60, 80); writing, very good; composition, fair. This girl still speaks
h her teeth shut, but understands what is said to her in English, and answers about
well as the average third-class white pupil. In the Second-class the pupils still speak
istinctly. The children improve in appearance gradually.

I visited the *St. Clair Mission School, Sarnia Reserve*, on November 2nd, a.m., and found 19 boys and 10 girls present, Fred A. Ermatinger (Indian), teacher.

1st. Part, Juniors.—Two boys and two girls. Reading, middling; spelling on book fair; children cannot count ten. 1st. Part, Seniors.—Ten boys and two girls. Reading fairly good but indistinct; arithmetic, good; writing, good. 2nd. Part.—Three boys and two girls. Reading, good; scarcely know the meaning of “doll,” “dears,” “cheeks”; spelling, good; arithmetic, good; writing not so good as usual. Junior II. Class.—One boy and a girl. Reading good, but the words strained through the teeth; boy very dumb did not “know” what a “road” is, or “sleeves” or “pockets,” but knew meaning “face” and snow; spelling good; arithmetic (multiplication) good; writing, good. Senior II. Class.—A boy and three girls. Reading, only middling, but knew the meaning of words fairly; spelling fair; arithmetic (division), good; writing good. III. Class.—Two boys. Reading, good; spelling, middling; arithmetic, very good; writing, good. Geography (Ontario), middling; composition (a letter), correct in form; nothing very bad in grammar. Mr. Ermatinger has had six months’ study in a High School since he passed the Entrance Examination; and did well, especially in mathematics. He wishes to earn money to enable him to continue his studies.

W. H. G. Colles, Esq., Inspector, East Kent.

Indian School, Moravian Reservation.

First Half-yearly Visit.

Having made my semi-annual visits to both the Indian Schools on the Moravian Reservation, in accordance with advice received from the Education Department, I beg report on their condition.

On the 15th March I visited the *Moravian School*, situated in the Moravian village. The teacher, Miss M. Miller, received me very courteously in the school house, a new frame building, 20 x 30 feet, neatly painted, clean and well-furnished, and well provided with every necessary appliance. Miss Miller was trained as a pupil teacher in England and taught there for some years. For the past twelve years she has had charge of the Moravian school. She teaches very efficiently and succeeds admirably. The pupils are reading in the II, III and IV Readers, and in the Bible. They write very well on the slates and in copy books, and exercise books; know the geography of Canada and the map of the world; can classify the words in easy sentences in English; and know arithmetic up to, but not including, that on the Public School Programme for IV Class in Public Schools. Besides these subjects they know Scripture History accurately, well, and Miss Miller takes (and makes) every opportunity to lead these children to Jesus. She teaches the heart as well as the head, and they know the cost of a soul as well as simple facts in secular education. These children are more shy and timid than those in the “Reserve School,” perhaps because there are fewer in attendance, or because they see strangers less frequently. They are the children of some of the “white-to-do” Indians who appreciate the advantages of school, and hence the attendance is greater in proportion to the number enrolled than at the Reserve School. Ten were in attendance out of fourteen enrolled. My visit to this school was made on the 15th in the order and discipline are excellent.

On the 16th March I visited the *Reserve School*, Mr. Daniel Edwards in charge, 40 children in attendance, 37 on the roll for the present quarter. There is no class higher than the third. Those present are in second and first-classes. These I examined

reading, writing, drawing, spelling, geography, and Scripture history. I observe great improvement in this school since my last visit, especially in writing, and in the pronunciation of English words. Mr. Edwards gave an excellent lesson on pronunciation while I was present, making use of the Phoenix system of teaching the sounds of the words, which is here especially useful on account of the very limited knowledge of English. I am of opinion that the children in Indian Schools and in French schools should be taught the same games and plays that are used by English speaking children, with the English words to accompany them, so that they would not use their own language so much on the playground. The Natural History chart supplied to this school last year is still a fertile source of information and instruction. Mr. Edwards uses it to make his Scripture lessons objective. He had just been using the picture of the bear to illustrate the story of the two she bears that slew the forty children who mocked the prophet Elisha.

Mr. Edwards notices a great spirit of rivalry among his pupils, while Miss Miller thinks that Indian children are too indifferent to try to emulate each other, and too timid to evince any feeling of pleasure or shame that might be raised by defeat or success. The order here is very good. The great difficulty in the way of educating these children is the irregularity of their attendance. If it is necessary to make attendance compulsory on the children of other parents, it is much more so in the case of Indian children, who have no other opportunity to develop their better capabilities, no other means of mental, moral, and social improvement, and I would respectfully urge upon the Hon. the Minister, the necessity of a practicable and thorough system by which we can uniformly insist on the attendance of these children at school, who otherwise, through an uninterrupted course of absolute idleness become adepts in vice and confirmed in ignorance.

Second Half-Yearly Visit.

On the 6th December I visited the Indian schools on the *Moravian Reserve*. In the *Reserve School* I found Mr. Daniel Edwards still in charge, with eighteen pupils present. The average attendance at this school is about twenty-five; the decrease at the time of my visit was caused by wet weather. There are fifty-one enrolled. Those present were classified as follows: In 1st class, part 1, nine; in 1st class, part 2, five, and in 2nd class, four. In all classes they read with a fair degree of fluency and are improving; they spell almost as well as white children of the same grade; they can work easy problems in arithmetic, such as making out bills of goods, and others involved in simple commercial transactions; they know the geography of Ontario fairly well and they write very nicely. In this last exercise they are quite equal to white children owing to their aptness in imitation, their mechanical taste and the peculiar formation of their fingers, which are slender and beautifully tapered. The half-breed children, however, a few of whom attend this school, are more ready and intelligent than the Indians in most studies.

Mr. Edwards teaches these children carefully and well. His previous nine years experience with them has fitted him, especially, for this work.

Within the same enclosure with the school-house stands the *Moravian Indian Council House*, a very pretty frame building of modern design and tastefully painted. The ground is enclosed with a new close board fence seven feet high. Here the annual "Indian Fair" is held, which, with the Indian Band, is a great attraction and is generally a great success financially and otherwise. Besides the usual exhibits at Fall Fairs, they show a variety of articles of their own workmanship. The *Moravian School*, in charge of Miss Miller, has an attendance of about eighteen; there were twelve present. The children enrolled at this school attend more regularly than those in the *Reserve School*, and we do not see so many new faces from day to day. They are consequently much farther advanced, some being in the IV. Reader. They have a wonderful knowledge of the lessons they read, when we consider how limited their knowledge of English is. These pupils study arithmetic, grammar, geography, spelling, reading and writing, besides Scripture history, and their knowledge of these subjects corresponds fairly with their classification in reading. They have lately had a fine map of the Dominion placed in their school. Both these schools should

have a 12-inch terrestrial globe, so as to make the teaching as objective as possible, and thus overcome the difficulty caused by their limited knowledge of English. This school is doing excellent work, and the children are improving very satisfactorily.

The Indian children, as a rule, attend school very irregularly; any circumstance which obliges one to remain home for half a day is made an excuse for a week's absence from school. In most cases the Indians disapprove of the children speaking English, and they only do so when required at school. Any attempt at speaking English fluently in school is apt to draw down the ridicule of others. I observed that while a boy was reciting in English for the teacher, a whispered "You think you are a white man now," from behind, caused him to sit down in sudden confusion. Their knowledge of their lessons, both as to words and sense, prove them to have excellent memories, as apart from their school work they have no knowledge whatever of these subjects.

These schools cannot fail to be a great blessing to the Indian children, especially as both teachers are devout Christians, and faithfully strive to inculcate good moral principles in the children.

John Dearness, Esq., Inspector, East Middlesex.

Oneida Reserve.

School No. 1, 15th February.—Teacher, Miss M. A. Beattie, (white); number of pupils registered since the beginning of the year, 24; attendance to-day, 10; a recent freshet having washed away a bridge prevented some from attending.

6th September.—Same teacher; number registered since the summer holidays, 30; highest number present on any day in this term, 25; attendance to-day, 19.

The teacher is laboring earnestly for the advancement of her Indian pupils, nine of whom have been promoted to the Mount Elgin Industrial Institute. (The requirements for the said promotion are reading through the Second Book, written composition, and arithmetic through division.) She has profusely adorned the walls of the school-room with pictures suitable for object and language lessons, and plastered those holes in the blackboard of which I complained in my last report.

School No. 2, 16th February.—Teacher, Mr. John T. Schuyler, (Indian). Diphtheria is reported in this part of the reserve, consequently the school has been as good as closed for some days. There are 22 registered, the largest number present at once up to date is 14.

29th June.—School closed; teacher is attending the synod of Huron.

6th September.—Registered since the summer holidays, 28; largest attendance in one day, 22; number present to-day, 17; classified as follows:—8 in the junior, 5 in the senior first class, and 4 in the second class.

Mr. Schuyler wrote at the High School entrance examination once and failed, but not very badly. I have not been able to induce him to try again, although he has led me to believe he has been studying from time to time to pass. The average progress of the school is from "middling" to "fair."

This school has had its furniture improved by the addition of sixteen new desks; it has also been re-floored and re-ceiled. Mr. Williams and his colleagues, the trustees of this school, are enterprising and efficient officers.

School No. 3, 16th February.—The regular teacher, Mr. Eljah Sickles (Indian), is absent for a month; his place is temporarily occupied by Mr. Joseph Henry, an Indian, from Mount Elgin Industrial Institute, who has passed the High School entrance examination. He gives promise of being a good teacher. Attendance to-day, 4 in the junior and 3 in the senior first class, 2 in the second and 1 in third class. The teacher says he comes to the school at 9 a.m., but the pupils do not arrive early enough for him to open before ten o'clock. This school is the only one on the reserve without a bell and belfry.

5th September.—The school is closed. The funeral of the late teacher, Eljah Sickles, took place to-day.

20th December.—Teacher, Miss Emily Thomas (white). Miss Thomas, after passing the high school entrance examination, attended a collegiate institute for some time, but she has not had a training at a model school. The number entered on the register, 39; largest attendance in one day, 33; present to-day, 18. The report on the teacher's efficiency reserved until my next visit.

In company with the Rev. Mr. Shepherd, Superintendent of the Mount Elgin Institute, and Mr. Thomas Gordon, Indian Agent, I attended the September meeting of the Indian Council, to present the medal and diploma awarded the Oneida schools for specimens of drawing, writing, and written arithmetic, which, as I stated in a former report, I had taken at each of the schools for the Indian and Colonial Exhibition. I was glad to take advantage of the large meeting of Indians of both sexes, to speak (through an interpreter) on the needs of the schools and the duties of the parents. Rev. Mr. Shepherd and Mr. Gordon also addressed them on educational topics. Some of the recommendations made that day (for example, putting a bell on school No. 3), have since been carried out. I believe occasional meetings like this would prove very beneficial to our Indian schools.

Inexcusable tardiness and irregularity are the greatest obstacles to the progress of these schools. The teachers say if they were supplied with tickets to give as rewards for punctuality and attendance, the children would be stimulated to improve in these respects. Disciplinary remedies must be attractive as in these schools harsh ones defeat their purpose.

I have the honor to recommend that a set of tablet reading-lessons corresponding with the books in use (the Ontario Readers) be supplied each of the three schools.

J. S. Carson, Esq., Inspector, West Middlesex.

Mount Elgin Industrial Institution.

Mount Elgin, May 17.—This School room is very satisfactory. It is airy, well-furnished, clean and tidy. A few maps are wanted and then the equipment will be complete. Good desks. Good board, hardly large enough. Well heated and well lighted. No special yard, but plenty of room for girls and boys. Good closets. Plenty of good water. There are trees and walks, etc. The accommodation is good. 59 are attending, 43 in school to-day, and 16 at work on the farm. Those pupils examined did middling. There is difficulty in examining owing to language. More attention should be given to English. Pupils are not ready in answering. Discipline, order and management are fair. Teacher is industrious and anxious. I would like more vim or energy in the work; it would tend to rouse the pupils. The school promises well, better than in the past. It is very difficult to get a teacher perfectly adapted to the work to be done here.

Bear Creek, May 23.—This School house is in fair repair. Good windows of the old pattern. Walls should be whitewashed. The room is not as clean and tidy as it should be. Desks are fair. The board is small, but crayons will mark on it. A stove large enough for a saw mill. No want of pure air. The road is the yard, no fence, no closets, no well, no trees. 10 pupils present; they do not feel the wants of public schools. The house is of flattened logs. It is comfortable. The furniture is well enough for the school. Nothing is done to make the room cheery. The pupils can read, spell, write, and do a little arithmetic. The teaching is very poor. Teacher knows little. He says he passed entrance in Brantford, in 1876. Discipline, order, and management are low. In fact, the nature of them is not understood. This school changed teachers at the beginning of the year. I think nothing was lost by this step. The teacher promised to write for entrance at Christmas.

Church of England, May 23.—In the school house there are openings in the walls, good log building, board ceiling, the room is clean, there is a clock. Desks and seats are fair. The blackboard is not suitable. Plenty of light. I fear this school is cold in winter. Chinks should be plastered. Yard is an open field, no fence, no closets, no well, no trees; the want of these is not much felt. I regard the accommodation as sufficient. There should be a good blackboard provided at once. All the pupils are much behind white children in the public schools and will continue so owing to inferior teaching and irregular attendance. Taking a low standard the discipline, order and management are fair. Pupils are quiet. The management is only middling. Teacher had no training, but has passed High School entrance. Some progress is being made. The teacher seems anxious, but anxiety without skill will do little under these circumstances.

Joseph Fisher, May 6.—This school is a good frame building. Needs painting and whitening. Not at all clean or tidy. It is strange that so many schools neglect cleanliness. Desks and seats are fair. Board needs coating. Plenty of light. The yard is a large field, and the road rail fence in front only. No privies. Trees at hand. A good school room. Fairly furnished but untidy. This is the best of the Indian Schools. It could be made a fair school by energy and industry. Something of discipline, order, and management is seen. Teacher has not passed Entrance, but is going to attempt it soon. He thinks of giving up teaching. This school is making some progress. Ten pupils present; there should be more. Bad teaching and irregular attendance are the bane of the Indian schools.

John Henry, May 6.—This School house is a good log building with bell. The walls and ceiling should be whitened. The room is neither clean nor tidy. The desks are fair. The board wants coating. A very large stove. Plenty of light. The road is the yard. Good closets. It is not enclosed in front. Water is close by. No trees. 23 pupils present. The school room is large and substantial, but neither cleanliness nor taste in the slightest sense is apparent. The pupils are far behind, in fact they do nothing even middling. The teacher has skill, but not as a teacher. A change for the better is needed. As to discipline, order and management, no such things as we understand them are to be seen. The attendance is good. Teacher has not passed the entrance examination. This school is not making progress, it is standing, if not retrograding. I spoke to the teacher, who speaks of soon retiring.

Oct. 17.—The room is in good condition, better than the average public school; it is clean and tidy. Good desks, good boards, and very well lighted, plenty of yard. The other provisions are satisfactory. Were it not that some are constantly working elsewhere, this room would be rather small for attendance. These pupils are much older, but behind the corresponding classes in a public school; I can report them as middling. Management seems good; the order is highly satisfactory. It appears to me that little work could be done in such a school as this. The very best second-class teacher, at least, should be in charge. The school is not going back, however.

Scobie Logan, Oct. 7.—The school house is a good log building, needs whitewashing. Not clean and tidy. Desks not well arranged. A very small board. No yard, but the children do not suffer for want of play ground. The room is large enough for all who are attending. As to the pupils, quite an improvement has been made this year. As in all the reserve schools, the children are quiet. The school is improving slowly. This is the school that proposes to unite with the whites and have a union school.

Church of England, Oct. 24th.—Chinks in house need plastering, is not clean and tidy as it should be. Desks are not nailed to the floor. The board is too small. Wood for stove is wanted. State of school yard, etc.—These are well enough; plenty of play ground; a well is being sunk. The room is large and fairly equipped. The pupils can read and write some. A few can do easy questions in some of the simple rules. Children are quiet, management is not good. This school is doing some work. The teacher has passed entrance list; knows almost nothing about methods. She keeps school, that is all.

John Henry, Oct. 24th.—The school house needs whitewashing on both sides, which would cost very little, and could be done any time. Room is not kept clean. Condition of desks, seats, blackboard, light, heat and ventilation, is fair for an Indian school. Desks are not well fastened to the floor. Yard is not fenced. There are closets. Bell

in belfry. The accommodation is very fair. The classes are far behind. The teacher intends to quit, and I need hardly say it is about time. The children are very quiet. No such thing as good management. Great improvement is needed. This school is not making anything like satisfactory progress. Chief John Henry, the teacher, is growing old, and should retire. The school requires a young vigorous teacher.

Joseph Fisher, Oct. 17th.—The wind sweeps under building; open foundation. Needs painting. The room is not kept clean enough. Walls and ceilings are white. Desks are not properly fastened to floor. The board needs repairing. The yard is not fenced. Plenty of playground. The room is large enough for three times the present attendance, which is very irregular. Children keep coming until near 12 o'clock, noon. This is the best school on the reserve. Much more might be done if anything like interest was taken by the parents. Discipline and order, compared to a good school, are inferior. Some very fair work is being done here. The teacher has not yet passed entrance to a High School; I press him to try.

A. McNaughton, Esq., Inspector, Stormont.

Protestant Indian School, Cornwall Island.

I visited the Protestant Indian School, on Cornwall Island, on the 17th of March, and found eight children present, two of whom were reading in the Second Book, one in the Second Part of First Book, and five in the First Part of First Book.

The children are advancing in their knowledge of the English language, and are making fair progress in reading, spelling and arithmetic.

A. B. Davidson, Esq., Inspector, North York.

Indian School, Georgina Island.

This school stands near the centre of the Indian settlement, which consists of a purely Indian population of 135, of whom 30 are of school age. All the children on the Island from seven to thirteen years of age attend for some time each year, so that all by the time they are thirteen years of age, can at least read and write.

The number entered on the register at the time of my visit was twenty-four, of whom sixteen were boys, and eight girls. The average age of the boys was ten and the girls nine.

The average attendance for the preceding three months was sixteen.

The third class is the highest. Four pupils were in attendance; reading lacked animation, but the pupils, on examination, showed a fairly good knowledge of the lesson. Their definitions of words and phrases were very good, as also their dictation; arithmetic, good, fair knowledge of Reduction, G. C. M., L. O. M. and simple practical problems.

Second Class.—Two pupils.—Reading, monotonous; oral spelling and dictation, fair; arithmetic: addition, subtraction, and multiplication.

First Book Part II.—Four pupils, doing well in reading, writing on slates, etc.

First Book, Part I. and Chambers' Tablets.—Nine pupils, doing very well in reading, a little writing and drawing, etc.

All the exercises of the school are happily interspersed with singing and calisthenic exercises. The singing of these Indian children is certainly very good, and far surpasses, any other school in the inspectoral division. The discipline and management of the school are satisfactory.

Rev. George Grant, Inspector, Parry Sound.

There are four Indian schools in the District of Parry Sound, two on Parry Island, one at Shawanaga, and one at Henvey Inlet.

I visited all of these schools once during the first half-year; the Parry Island schools and Shawanaga a second time in the second half-year.

They have all been kept open during the whole year, and no change has been made in the teaching staffs; intelligent features in the management of any schools.

Attendance.—Irregular, or non-attendance still continues to be the greatest obstacle in the way of progress in these schools: nevertheless, we can report some improvement in this respect during the present year. I have made a point, at every visit, to urge upon teacher, trustees, parents and chiefs, when present, the great importance of regular attendance.

In the other schools of Ontario, whether high or public, a certain amount of government aid is given on the head of "average attendance:" and this supplies a strong motive to trustees and teacher to keep the attendance at school up to as high a point as possible; but in the Indian schools nothing is given on this head. The same amount of money is expended on the school, whether the attendance be 5 or 25. Is not regularity of attendance as important to the Indian as to the white pupil? Is not a stimulus as needful to the one as to the other? Why not try to close the door against indifference and neglect in the one case as well as in the other? Could not the present management be so amended, that a certain amount would be given in the form of a bounty for regularity of attendance! Why should not the Indian schools enjoy the benefit of a system that works well in every other case?

Visits.—Ryerson School No. 1, Parry Island, visited 8th March, and again 8th November. The teacher, Mr. Edward Farrer, is an undergraduate of Victoria University, and holds a district certificate of the highest grade. During the summer the school-house has been lathed and plastered inside, and clapboarded outside, at a cost of \$76. 16 pupils present at each visit; 28 on roll; 15 average attendance. Under the present master the school is making satisfactory progress. There are four classes corresponding to the four books in the Gage series. Class IV., 6 pupils; class III., 4 pupils; class II., 4 pupils; the remainder of the school is in the 1st Book, Part 1 and 2.

Arithmetic.—Two special prizes were given in this subject at Christmas; one by Dr. Walton, the Indian superintendent, and the other by the teacher. Class IV. has reached as far as decimals; class III. to reduction, but its knowledge of the subject is very imperfect. Mathematics and the use of the English language seem to be the weak points in all the Indian schools.

In *writing, spelling and dictation* the pupils do quite as well as the pupils of other schools of a similar grade. The senior classes read with ease, but the pronunciation is low and indistinct, and with a peculiar drawl. The pupils of the junior classes read as if they did not understand the meaning of what they read; and are so extremely timid that I found it difficult to elicit answers to questions of the simplest kind. In order to practise the pupils in the use of the English language, the teacher employs the following method with some success. He asks the class to watch while he performs an action, and then write down on their slates what he did. For example, he takes a pencil from the desk and lays it on the window-sill. All watch, and then describe the action on their slates. Each pupil in turn reads his sentence, and the teacher points out and corrects errors on the black-board.

2. *Skene School*, No. 2, Parry Island, visited 24th June, and again 10th October. Both occasions in the company of Indian chief, Peter Magis. Teacher, Mrs. Isabella Johnson, a native, but not of the same tribe as the Indians of Parry Sound. They are Ojibbewas, she a Mohawk. At our late examinations she took a district certificate, good for two years. She is making praiseworthy efforts to secure regular attendance of the pupils, and to follow the most approved methods in her teaching. The school is at present doing well.

The Chief and other Indian trustees attend the examinations, and take warm interest in the education of their children. On my first visit seven pupils were present; on second visit, 10; on roll, 13; average attendance, 9.

The highest class in school is reading in the 3rd Book. Senior class in arithmetic working at reduction, and can do easy problems. *Writing, spelling, and dictation, fair.*

3. *Hodgins' School*, No. 2, Shawanaga.—Visited 11th March and 7th October. The Indians of this reserve also are Ojibbewas; the teacher, Miss Christina John, a Mohawk. She has had four years' experience as a teacher, but in scholarship holds only a permit. This school is, in numbers, the largest Indian school in the district; but is not making as satisfactory progress as some of the others.

On my first visit 19 pupils were present; on the second, 18; average attendance, 17. The Chief, trustees and a large number of the parents attend the examinations and take a deep interest in the work of the school. *Writing, very good; Reading, only one pupil in school could read fairly; in none of the classes do the pupils read by 'phrases'; nor do they appear to have any idea of the meaning of what they read. Spelling, indifferent. Arithmetic, whole school backward in this subject; highest class, at division. Little or nothing is done in geography, history or grammar.* The management of the whole school is characterized by lack of energy.

4. *Henvey Inlet School*.—Visited 29th June. Teacher, Mr. John Esquimaux. Came from Shingwauk Home, in Algoma. In scholarship holds only a permit. Fifteen pupils were present when I entered the school; but the report of my presence having spread, 6 new pupils came to the examination. On roll, 33. School-house and surroundings clean and comfortable. The Chief is very old and confined to the house with sickness, and is indifferent, or if anything, rather opposed to the school. The condition of the school is not satisfactory. Lack of push is plainly seen in every department of the work. So far, little real progress has been made. The highest class in school is in the Second Book, and quite backward, even for that book. No attempt was made by the teacher either to explain or interest the pupils of any of the classes in what they read; each word was pronounced as a separate unit, without any reference to its place in the sentence. *Arithmetic, highest class at easy sums in multiplication. Writing, fair. Geography, this subject taught with a little more spirit than the others, from the pictorial maps. Dictation and spelling indifferent.*

4. HIGH SCHOOL INSPECTION.

Report of J. E. Hodgson, Esq., M.A., Inspector Western Division.

I beg to present the following report of my inspection of the High Schools and Collegiate Institutes in the western part of the Province. Since special importance has for the last two years been attached to the items of "Accommodations" and "Equipment," I think it will meet with your approval that I give a rather minute analysis of the condition of the schools of my district in these respects. And with a view to making clear the points considered in grading the schools, I give the departmental circular setting forth the particulars as regards accommodations:—

Qualifications for First Class Grading.

(See Regulation 62 (d) of I and II, and (c) of III.)

Water closets.—If outside, to be convenient to the school building, but far enough removed to prevent contamination of the air breathed by the pupils. Separate closets for the sexes, under separate roofs, and at least several feet apart, each containing separate compartments (four for the first fifty in attendance and one for each subsequent fifty), the boys' to be of glazed brick or similar material, or when of wood, to be painted in a dark color and sanded. Urinals for the boys; also divided into compartments, and properly placed. In the case of Union Schools, the closets for the use of High School

pupils must be separate and distinct from those for the use of Public School pupils. Separate and locked closets for the teachers. Entrances of closets screened from observation. Provisions for cleaning and deodorizing the closets and urinals at suitable intervals. Suitable walks from school building to closets so that they may be reached with comfort in all kinds of weather. A high board fence between boys' side and girls' side, from the closets to the school building. If inside the school building, the above conditions must be satisfied *mutatis mutandis*.

Water supply.—A good well or other supply of pure water on the premises ; water filters in the school building with provision for frequent replenishment. If the supply be from water-works, a sufficient number of suitable taps.

School grounds.—To be used for High School purposes only ; well situated and easily accessible ; of not less than one acre. Grounds properly levelled and drained ; planted with shade trees and ornamental trees and shrubs ; laid out with flower beds and grass plots in front of the school building. Separate play grounds for the sexes. Grounds well fenced (ornamental fence in front), with separate entrances and walks for the sexes. Suitable provision for keeping the grounds in good order.

External appearance of School Building.—Building separate from public school building ; placed at least 30 feet from the public highways and remote from any disturbing noises ; of good architectural appearance.

Class-rooms.—A room in which all the pupils can assemble. Class-rooms conveniently arranged and tasteful in appearance ; well proportioned and oblong in shape ; ceilings at least 14 feet high ; 12 square feet on the floor and 250 cubic feet of air space for each pupil ; walls colored, not whitewashed, French grey or a light stone color preferred ; floors in good order ; suitable platform for the teacher's desk ; in three and more masters' schools a special class-room for the teaching of Science ; suitable provision for cleaning and dusting ; separate entrances to each class-room for the sexes.

Halls.—Of suitable size and convenient arrangement ; separate and with separate main entrances, for the sexes ; with covered porches or other suitable provision of this nature ; separate means of egress to the water-closets ; if the building is of two or more stories, separate and suitable stair-cases for the sexes ; door mats and scrapers.

Waiting-rooms.—Of suitable size and convenient arrangement, separate for the sexes, suitably furnished with seats.

Cap-rooms.—Of suitable size and convenient arrangement ; separate for the sexes ; furnished with cap-hooks, and a lavatory or other suitable provision of this nature.

Teachers' Private rooms.—At least one for the joint use of the staff ; of suitable size and convenient arrangement ; suitably and comfortably furnished.

Desks.—Sufficient for the attendance ; of suitable size and finish ; single preferred, with movable seats and adjustable lids ; placed at proper intervals ; a suitable desk and chair in each class-room for the teacher. At least two visitors' chairs in each class-room. Suitable tables in the Science room (or laboratory) for experimental work.

Blackboards.—Of sufficient extent and good quality ; at a suitable distance from the floor, and properly placed in regard to light. Troughs to hold chalk-dust. A proper supply of erasers.

Lighting.—Of sufficient quantity from the left ; windows large and numerous, with large panes, placed well up in the walls. A proper supply of blinds—opaque blinds, should there be windows on the right side, or the rear, or in front.

Heating.—If by stoves, of sufficient capacity, they and the stove pipes being so placed that all parts of each room may be properly warmed. Stoves surrounded by fire screens, if near the desks. A water-can on each stove. A proper supply of wood or coal boxes. If by hot air, hot water or steam, the quantity and distribution of the heat to be sufficient. Stoves or other heating apparatus in good condition. A thermometer in each class-room. A uniform temperature of 67 degrees maintained in winter. Provision for heating the halls, waiting-rooms, cap-rooms, and teachers' private rooms, as well as the class-rooms.

Ventilation.—Proper provision in each room for the ingress of pure warm air, and the egress of foul air, so that there may be a complete change at least three times every hour. Windows (with sashes) to be adjusted by weights and pulleys, so as to be readily lowered from above, and raised from below. Movable fan-lights over each class-room door.

The grading ranges from I., which entitles the school to the full amount of the grant, to IV., the lowest. The Arabic numeral in each column indicates the number of schools of the grade denoted by the Roman numeral at the head of the column. In the column head "O" will be found the number of schools that are either absolutely without the item opposite, or very defective with regard to it. It will be readily seen that the greatest deficiencies are in connection with halls, waiting-rooms, cap-rooms, teachers' private rooms, and ventilation. Very material improvements have been made in a number of school buildings, *e.g.*, at Seaforth, Clinton, Harriston; and new buildings of a satisfactory character have been erected at Chatham, Aylmer, Mount Forest, and Orangeville. Those at Chatham and Mount Forest are models of their class.

It is laid down in the regulations that each Collegiate Institute shall have a properly equipped gymnasium. Four of the present Collegiate Institutes, viz., London, Woodstock, St. Thomas, and Hamilton, have not yet complied with the regulations in this respect. Their compliance within the year should be made a condition of their retention of Collegiate Institute standing.

Collegiate Institutes.

| | I. | II. | III. | IV. | O. |
|---|----|-----|-------|-------|-------|
| Waterclosets..... | 4 | 3 | 4 | 2 | 1 |
| Water supply..... | 5 | 3 | 5 | ..... | 1 |
| School grounds..... | 3 | 5 | 6 | ..... | ..... |
| External appearance of school building..... | 3 | 9 | 2 | ..... | ..... |
| Class-rooms..... | 4 | 9 | 1 | ..... | ..... |
| Halls..... | 3 | 9 | 1 | 1 | ..... |
| Waiting-rooms..... | 1 | 1 | ..... | 1 | 11 |
| Cap-rooms..... | 2 | 3 | 2 | ..... | 7 |
| Teachers' private rooms..... | 5 | 2 | 2 | 1 | 4 |
| Desks..... | 3 | 7 | 4 | ..... | ..... |
| Blackboards..... | 12 | 2 | ..... | ..... | ..... |
| Lighting..... | 4 | 7 | 2 | 1 | ..... |
| Heating..... | 9 | 2 | 1 | 2 | ..... |
| Ventilation..... | 4 | 4 | 3 | 3 | ..... |

Three or more Masters' High Schools.

| | I. | II. | III. | IV. | O. |
|---|----|-----|-------|-------|-------|
| Waterclosets..... | 4 | 4 | 4 | 3 | 5 |
| Water supply..... | 7 | 1 | 10 | ..... | 2 |
| School grounds..... | 5 | 3 | 6 | 4 | 2 |
| External appearance of school building..... | 8 | 4 | 6 | 3 | 1 |
| Class-rooms..... | 5 | 6 | 3 | 5 | 1 |
| Halls..... | 4 | 4 | 4 | 3 | 5 |
| Waiting-rooms..... | 3 | 1 | ..... | ..... | 16 |
| Cap-rooms..... | 5 | 2 | 1 | 1 | 11 |
| Teachers' private rooms..... | 3 | 2 | 2 | 1 | 12 |
| Desks..... | 2 | 9 | 8 | 1 | ..... |
| Blackboards..... | 11 | 4 | 6 | 2 | ..... |
| Lighting..... | 4 | 8 | 4 | 3 | ..... |
| Heating..... | 9 | 3 | 4 | 4 | ..... |
| Ventilation..... | 8 | 3 | 3 | 5 | ..... |

Two Masters' High Schools.

| | I. | II. | III. | IV. | O. |
|---|----|-----|------|-----|----|
| Waterclosets..... | | 3 | 12 | 5 | 1 |
| Water supply..... | 1 | 2 | 18 | | |
| School grounds..... | 2 | 3 | 11 | 4 | 1 |
| External appearance of school building..... | 4 | 5 | 6 | 2 | 4 |
| Class-rooms..... | 2 | 7 | 8 | 3 | 1 |
| Halls..... | | 2 | 5 | 6 | 8 |
| Waiting rooms..... | | | | | 21 |
| Cap-rooms..... | | 3 | 3 | 2 | 13 |
| Teachers' private rooms..... | 1 | 1 | | | 19 |
| Desks..... | 1 | 8 | 8 | 4 | |
| Blackboards..... | 9 | 4 | 5 | 3 | |
| Lighting..... | 2 | 6 | 8 | 5 | |
| Heating..... | 3 | 8 | 8 | 2 | |
| Ventilation..... | 4 | 1 | 2 | 14 | |

Equipment.

Under this head are included (1) library of reference, (2) apparatus, (3) charts and maps, and (4) appliances for physical training. In the third item, most of the schools are up to the standard of their respective classes, though in some cases the maps are very old.

The supply of apparatus for the practical teaching of science has been greatly increased generally. In this respect, nearly all the Collegiate Institutes are up to the standard (the most notable exception is Stratford), and some of the High Schools are thoroughly equipped, Berlin heading the list with an equipment quite equal to that of any of the Collegiate Institutes.

Though I am glad to be able to report a marked improvement in the libraries of reference, I regret to say that they are still the weakest item of equipment in most of the schools and in several of the Collegiate Institutes. As regards the latter, I think that the remark I made concerning the furnishing of gymnasia should apply. These institutions receive a special grant on the ground that they are specially well equipped; to continue this grant whilst they are not specially well equipped, is an injustice to the other schools.

Attendance.

The attendance of pupils has increased very largely in almost all the schools. A goodly number that employed two masters in 1886, were forced, by the increased number of pupils, to employ three masters in 1887; and, judging by the results of the late entrance examination, still more will have to follow this course during the present year. Though it was feared that the exaction of even a small fee would interfere with the attendance, I am glad to be in a position to state that the *average* attendance at those schools in which a charge has been made for tuition, has improved rather than fallen off. I am still of the opinion, which I expressed in a former report, that a uniform minimum fee is desirable for all the High Schools in the Province.

Staff.

I think it will gratify you to learn that, with two or three exceptions (special cases), none but legally qualified teachers have been employed in the High Schools and Collegiate Institutes of my district during the year. The engagement of the teachers who were not legally qualified was due, in one case, to the fact that the trustees were not aware of the exact meaning of the regulations, and, in two others, to a temporary dearth

of available legally qualified applicants. Among the teachers are some of the most distinguished graduates of the Provincial and Denominational Universities, men of ability and scholarship ; but it is a source of regret that the salaries paid, especially to assistants, are not sufficient to retain them in the ranks of the teaching profession.

Organization and Discipline.

In respect to both of these features the Schools as a rule are in a very satisfactory condition. In very few cases have I had reason to find fault with the relative allotment of time to the various subjects, or the distribution of the work among the teachers. It is gratifying, too, to know that there is not so much "home work"—especially in Mathematics—exactd as there was some years ago ; but there is still room for improvement in this respect. The notion that a boy or girl should "get up" enough work at night to keep him busy "reciting" all next day, is ridiculous, and to insist on his doing so is hurtful. The discipline of the Schools generally is kindly without being lax ; corporal punishment is seldom resorted to, and the relations between teachers and pupils seem to be in the main cordial and confident.

Character of the Teaching.

In grading, the marks range from I. the highest, to IV. the lowest, and as in the case of the accommodations, the figure in each column indicates the number of Schools, the Roman numeral at the top indicating the grade.

Two Masters' Schools.

| | I. | II. | III. | IV. |
|-------------------|----|-----|------|-----|
| English | 6 | 9 | 6 | .. |
| Mathematics | 9 | 9 | 2 | .. |
| Science | .. | 9 | 5 | 4 |
| Classics | 3 | 6 | 8 | 3 |
| Moderns | 2 | 7 | 8 | |
| Commerce | 3 | 3 | | |

Three or more Masters' Schools.

| | I. | II. | III. | IV. |
|-------------------|----|-----|------|-----|
| English | 7 | 7 | 1 | |
| Mathematics | 8 | 8 | 1 | |
| Science | 3 | 8 | 6 | |
| Classics | 7 | 6 | 4 | |
| Moderns | 2 | 9 | 3 | |
| Commerce | 4 | 3 | | |

Collegiate Institutes.

| | I. | II. | III. | IV. |
|-------------------|----|-----|------|-----|
| English | 11 | 3 | | |
| Mathematics | 13 | 2 | | |
| Science | 6 | 8 | | |
| Classics | 9 | 5 | | |
| Moderns | 11 | 3 | | |
| Commerce | 6 | 4 | | |

This is, I think, a very fair showing even in English, the department that, according to a recent letter in the *Week*, is so barbarously (perhaps "colonially" is a better word) taught. The comparatively low standing of the Schools in Science is due to the lack of apparatus, rather than to lack of skill on the part of the teachers. On the whole, sir, I think that our High Schools and Collegiate Institutes are, with the exceptions mentioned above, in a satisfactory and flourishing condition.

TORONTO, January, 1888.

Report of John Seath, Esq., B.A., Inspector, Eastern Division.

I.—ACCOMMODATIONS AND EQUIPMENT.

As the changes made in 1885 in the basis of the apportionment of the Legislative grant to High Schools necessitated a careful examination of the accommodations and equipment, the High School Inspectors directed their attention, in 1886, to these matters only, omitting the usual inspection of the teaching. During that year I visited, in most cases twice, all the schools in my inspectorate, and in nearly every case, discussed the requirements of the regulations with the Boards of Trustees or the leading members thereof. In July, 1886, my colleague and I made a joint appraisalment of the accommodations and equipment, which appraisalment was twice revised in 1887.

1. *Accommodations.*

In the grading of the accommodations a scheme has been adopted which takes into account both cost and relative importance, \$30.00 and \$60.00 being the maxima assignable, in the case of High Schools with two masters, to the items which constitute the outside and the inside accommodations respectively. For High Schools with three or more masters, the maximum amount assignable to each of these items is increased one-half, and for Collegiate Institutes it is doubled. In the three classes of schools the grading proceeds thus: I. the max.; II. $\frac{2}{3}$ of the max.; III. $\frac{2}{3}$ of the max.; IV. $\frac{1}{2}$ of the max.; and grade O represents the absence of an item, or a value which is so low as to deserve no recognition. In the case, however, of items 4 and 14 the values are still further differentiated; and there are but three grades of item 2, III. representing a good well merely. A higher standard, too, has been set for Collegiate Institutes than for High Schools, and for High Schools with three or more masters than for those with two. I may add that the scheme has been found to work well, not bearing too heavily on schools of the lowest class nor giving too much to those of the highest.

Sections I., II., and III., of the following table which I have compiled from my reports for 1887, show the present condition of the accommodations of the schools in my inspectorate, a list of which is given in table II. below:—

TABLE I.
ACCOMMODATIONS.

| GRADE. | OUTSIDE. | | | | INSIDE. | | | | | | | | | |
|--------|---------------|---------------|-----------------|---|--------------|--------|----------------|------------|--------------------------|--------|--------------|-----------|----------|--------------|
| | Waterclosets. | Water Supply. | School Grounds. | School Buildings, external appearance and site. | Class-rooms. | Halls. | Waiting-rooms. | Cap-rooms. | Teachers' Private Rooms. | Desks. | Blackboards. | Lighting. | Heating. | Ventilation. |
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 |

I.

CLASS I.—*Collegiate Institutes.*

| I. | 1 | 4 | 2 | 3 | 0 | 0 | 0 | 1 | 0 | 0 | 6 | 1 | 7 | 4 |
|------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| II. | 1 | 3 | 4 | 2 | 9 | 4 | 1 | 2 | 6 | 2 | 4 | 3 | 3 | 4 |
| III. | 3 | 3 | 1 | 4 | 1 | 4 | 0 | 1 | 1 | 6 | 0 | 4 | 0 | 1 |
| IV. | 4 | 0 | 2 | 1 | 0 | 1 | 1 | 2 | 1 | 2 | 0 | 2 | 0 | 1 |
| O. | 1 | 0 | 1 | 0 | 0 | 1 | 8 | 4 | 2 | 0 | 0 | 0 | 0 | 0 |

II.

CLASS II.—*High Schools with three or more Masters.*

| I. | 3 | 1 | 0 | 7 | 0 | 1 | 0 | 1 | 1 | 0 | 6 | 3 | 6 | 4 |
|------|---|----|---|---|---|---|----|----|----|----|---|---|---|---|
| II. | 8 | 4 | 9 | 5 | 9 | 2 | 0 | 2 | 3 | 0 | 6 | 3 | 6 | 5 |
| III. | 1 | 12 | 4 | 5 | 4 | 4 | 0 | 5 | 0 | 12 | 7 | 5 | 3 | 6 |
| IV. | 6 | 6 | 8 | 2 | 6 | 7 | 1 | 2 | 1 | 10 | 2 | 9 | 7 | 4 |
| O. | 5 | 0 | 2 | 4 | 4 | 9 | 22 | 13 | 18 | 1 | 2 | 3 | 1 | 4 |

III.

CLASS III.—*High Schools with two Masters.*

| I. | 1 | 0 | 0 | 3 | 2 | 1 | 0 | 0 | 0 | 1 | 3 | 2 | 3 | 5 |
|------|---|----|---|---|---|----|----|----|----|---|---|---|---|----|
| II. | 2 | 1 | 5 | 5 | 7 | 1 | 0 | 2 | 1 | 4 | 6 | 6 | 6 | 0 |
| III. | 6 | 14 | 5 | 6 | 4 | 3 | 0 | 3 | 0 | 9 | 7 | 5 | 4 | 7 |
| IV. | 8 | 0 | 9 | 6 | 9 | 6 | 1 | 7 | 0 | 9 | 4 | 8 | 9 | 10 |
| O. | 6 | 8 | 4 | 3 | 1 | 12 | 22 | 11 | 22 | 0 | 3 | 2 | 1 | 1 |

IV.

Summary.

| | Grade I. | Grade II. | Grade III. | Grade IV. | Grade O. |
|----------------------------------|----------|-----------|------------|-----------|----------|
| 1. Waterclosets..... | 5 | 11 | 10 | 18 | 12 |
| 2. Water supply | 5 | 8 | 29 | 6 | 8 |
| 3. School grounds | 2 | 18 | 10 | 19 | 7 |
| 4. School buildings..... | 13 | 12 | 15 | 9 | 7 |
| 5. Class-rooms..... | 2 | 25 | 9 | 15 | 5 |
| 6. Halls | 2 | 7 | 11 | 14 | 22 |
| 7. Waiting-rooms..... | 0 | 1 | 0 | 3 | 52 |
| 8. Cap-rooms..... | 2 | 6 | 9 | 11 | 28 |
| 9. Teachers' private rooms | 1 | 10 | 1 | 2 | 42 |
| 10. Desks..... | 1 | 6 | 27 | 21 | 1 |
| 11. Blackboards | 15 | 16 | 14 | 6 | 5 |
| 12. Lighting | 6 | 12 | 14 | 19 | 5 |
| 13. Heating..... | 16 | 15 | 7 | 16 | 2 |
| 14. Ventilation | 13 | 9 | 14 | 15 | 5 |

The summary contained in section IV. of the table shows that, generally speaking the grading is low. This condition of matters is due partly to the irremediable defects of some of the buildings, partly to the remissness of some school boards, and partly also, to the fact that the regulations have been in operation for a comparatively short time. School architecture requires special study, and, in too many instances, the local architects seem to have had very crude notions of what constitutes a good school building. In the case of items 4, 5, 6, 7, 8, 9, 12, and 14, it would, in many respects, be impossible to better matters without a complete reconstruction of the buildings or the erection of new ones; but, in most schools, improvements might easily be effected in the appearance of the building, and the condition of the class-rooms and halls. A proper arrangement of blinds would also remedy defective lighting; and the ventilation might in almost every instance, be greatly improved. As to items 1, 2, 3, 10, 11, and 13, there are no insuperable difficulties. New waterclosets should be constructed or the present ones altered or renovated; water-cans or filters should be provided in the halls or class-rooms; the school grounds might, in some cases, be enlarged, and should, in every case, be improved and beautified; new desks and blackboards should be provided, or the old ones repaired; and the heating should, in every case, be made effective. The low grading of items 10 and 13, I may explain, is largely due to the fact that the halls, cap-rooms etc., are seldom heated, and to the general absence of properly constructed laboratory tables, and of provision for practical work in science by the pupils.

While, as I have shown, there is still room for great improvement in the character of the accommodations, I am glad to be able to report that, since the beginning of 1886 some improvements—in several cases as many as possible—have been made in almost every school, and that, in a number of schools, additional ones are under consideration. It is proper, too, to note that, as may be seen from the regulation, grade I. represents a very high state of efficiency.

In this connection, I have to report that, during the last two years, excellent new buildings have been erected at Campbellford (cost \$8,000), Iroquois (over \$10,000), Morrisburg (\$9,500), Stirling (over \$4,700), and Uxbridge (\$7,000); the old building at Morrisburg has been completely remodelled at Port Hope (about \$1,000) and Trenton (\$3,390) and grants have been obtained for new buildings at Brockville (\$13,000, which sum will likely be increased), Oakwood (\$4,000), and Lindsay (\$20,000). I may add that although the grants have not yet been obtained, a new building will shortly be erected at Bowmanville to replace the old one, which was burned down in 1887; and probably a new building at Napanee, to replace the one at present occupied, which, as it stands, is unsuitable for school purposes. There is, indeed, every reason to believe that, under the operation of the new regulations, satisfactory progress will continue to be made. It is, of course, unfortunate that these regulations were not in operation at least ten years ago. The irremediable defects which I have mentioned above, might, in that case, not now exist but evolution is the law in educational matters as well as elsewhere, and those boards that had enlightened views are reaping the reward of their discernment.

2. *Equipment.*

As with the accommodations, so with the equipment; much has been done and much remains to be done. Most of the schools had in 1885, a supply of maps, charts, and globes, many of them antiquated, it is true, but most of them fairly serviceable. Generally, however, libraries and apparatus had not been provided. That under the regulations of 1885, a marked change has already taken place, is shown by the following table, compiled from my reports for 1887, which shows the present value of the equipment in each school:

TABLE II.
VALUE OF EQUIPMENT.
Collegiate Institutes.

| | Library—minimum value required \$450. | Apparatus—mini- mum value re- quired, \$450. | Charts, Maps and Globes—minimum value required, \$125. | Gymnasium—mini- mum value re- quired, \$325. |
|-------------------|---|--|---|--|
| | \$ c | \$ c | \$ c | |
| Barrie | 296 70 | 358 95 | 58 00 | O |
| Cobourg | 474 12 | 200 00 | 125 00 | O |
| Collingwood | 239 15 | 419 88 | 75 86 | Frame, \$350 |
| Guelph | 485 58 | 483 40 | 99 00 | Frame, \$1,000 |
| Kingston | 365 92 | 528 76 | 42 00 | O |
| Ottawa | 507 08 | 477 99 | 126 50 | Frame, about \$1,000 |
| Perth | 385 00 | 420 90 | 64 50 | O |
| Peterboro' | 402 60 | 479 84 | 142 50 | O |
| Toronto | 438 81 | 440 80 | 312 20 | Brick, over \$3,000 |
| Whitby | 350 00 | 401 70 | 85 25 | O |

High Schools with Three or more Masters.

| | Library—maximum value recognized by Reg., \$450. | Apparatus—max. value recognized by Reg., \$450. | Charts, Maps and Globes—max. value recognized by Reg., \$125. | Gymnasium—max. value recognized by Reg., \$325. |
|---------------------|--|---|--|---|
| | \$ c | \$ c | \$ c | |
| Almonte | 174 83 | 120 51 | 42 00 | O |
| Belleville | 30 00 | 340 02 | 80 00 | O |
| *Bowmanville | 296 35 | 140 20 | 67 00 | O |
| Brampton | 76 45 | 205 65 | 28 75 | O |
| Brockville | 18 75 | 69 50 | 53 00 | O |
| Campbellford | 35 50 | 300 00 | 27 00 | O |
| Cornwall | 10 00 | 103 15 | 56 00 | O |
| Farmersville | 199 97 | 105 45 | 21 00 | O |
| Iroquois | 26 60 | 260 98 | 19 75 | O |
| Lindsay | 85 00 | 244 88 | 60 00 | O |
| Morrisburg | 150 68 | 431 93 | 8 00 | O |
| Napanee | 274 55 | 387 75 | 83 50 | Stone, about \$275 |
| Newmarket | 110 31 | 123 15 | 72 50 | O |
| Orillia | 112 08 | 10 00 | 24 00 | O |
| Oshawa | 168 16 | 184 84 | 54 50 | O |
| Pembroke | 15 50 | 167 94 | 34 90 | O |
| Pictou | 100 00 | 273 95 | 56 50 | O |
| Port Hope | 130 60 | 140 96 | 17 50 | O |
| Port Perry | 278 65 | 107 18 | 44 25 | O |
| Renfrew | 79 00 | 88 17 | 17 50 | O |
| Smith's Falls | 7 00 | 20 00 | 42 25 | O |
| Trenton | 122 45 | 294 17 | 51 25 | O |
| Uxbridge | 72 65 | 101 88 | 10 00 | O |

* The above statement in reference to the Bowmanville High School represents its condition at the time of my inspection and before the fire.

High Schools with two Masters.

| | Library—maximum value recognized by Reg., \$275. | Apparatus—max. value recognized by Reg., \$275. | Charts, Maps and Globes—max. value recognized by Reg., \$100. | Gymnasium—max. value recognized by Reg., \$250. |
|---------------------|--|---|--|---|
| | \$ c | \$ c | \$ c | |
| Alexandria..... | 30 00 | 95 04 | 48 70 | 0 |
| Arnprior..... | 170 00 | 70 05 | 55 50 | 0 |
| Bradford..... | 0 | 101 84 | 63 00 | 0 |
| Brighton..... | 123 73 | 255 40 | 45 00 | 0 |
| Carleton Place..... | 35 00 | 134 20 | 25 00 | 0 |
| Colborne..... | 227 60 | 225 40 | 52 30 | 0 |
| Gananoque..... | 74 88 | 69 17 | 94 33 | 0 |
| Georgetown..... | 0 | 15 00 | 0 | 0 |
| Hawkesbury..... | 148 00 | 252 55 | 100 00 | 0 |
| Kemptville..... | 123 90 | 237 57 | 36 00 | 0 |
| Markham..... | 82 97 | 148 66 | 35 00 | 0 |
| Newburgh..... | 124 70 | 136 40 | 35 00 | 0 |
| Newcastle..... | 97 45 | 27 00 | 15 50 | 0 |
| Norwood..... | 218 62 | 38 55 | 32 00 | 0 |
| Oakwood..... | 69 00 | 0 | 15 50 | 0 |
| Omeme..... | 40 60 | 75 56 | 32 00 | 0 |
| Prescott..... | 82 95 | 110 64 | 75 50 | 0 |
| Richmond Hill..... | 92 80 | 62 25 | 45 50 | 0 |
| Sterling..... | 45 19 | 291 90 | 46 50 | 0 |
| Sydenham..... | 0 | 21 25 | 26 45 | 0 |
| Vankleek hill..... | 50 00 | 109 20 | 37 50 | 0 |
| Weston..... | 250 00 | 10 00 | 64 50 | 0 |
| Williamstown..... | 50 00 | 120 15 | 50 00 | 0 |

In connection with the above table, I submit the following remarks :

(1) As is shown above, a good beginning has been made in the matter of libraries and apparatus. In few schools, however, has that amount been reached, which, for the purposes of the distribution of the Legislative grant, is regarded as the maximum, but which, for the purposes of education, is really the minimum. Many boards do not seem to have yet fully realized the fact, that within certain limits, the Department gives ten per cent. every year of the sum invested in equipment, a sum equal to which is almost always provided by the county, so that there is an annual income of twenty per cent. on this investment. Clearly enough, it would pay boards to borrow the money required to provide the full equipment. In a few years the receipts on this account would pay both principal and interest."

(2) High School libraries should, I think, consist of two classes of books, the best books of reference, and the best general literature. The former would prove serviceable to both teacher and pupil, and by means of the latter, the teacher might direct the reading of the pupil and thus supplement an inevitable defect of a school course of study. The fact that there is a Mechanics' Institute library in the same locality is no reason why there should not also be a High School library. Over the pupils' selection from the former the teacher has no control : over his selection from the latter he has ; and it is in this that its importance chiefly consists.

Under this head I have to suggest that the Department prepare a list of books especially suitable for High School libraries, arranging them in each department, as far as possible, in the order of their importance, and confining the list within moderate limits. The present list for High Schools and Mechanics' Institutes is so comprehensive that teachers and trustees, not being able to discriminate in every case, labor under considerable difficulties in making their selection. It would be well, too, if each school kept a record

of the books taken home to be read by the pupils. The library should play an important part in the work of the school, and statistics on this subject would serve a very useful purpose. Many masters, I may add, now keep methodical records.

(3) In almost every case the scientific apparatus in use has been bought from the manufacturer. A few masters, however,—notably, Mr. Fessenden, of Napanee,—manufacture a good deal of their own apparatus, both chemical and physical, and have thus provided very serviceable articles at comparatively small expense. Such manufacture should, I think, be encouraged by the Department, and in my appraisalment thereof, I have set a liberal valuation upon the skill and labor of the master. At least as satisfactory experiments can be performed with home-made as with bought apparatus, and the educational influence of the former is certainly greater than that of the latter. Besides it is a well known fact that some of the most important results in science have been obtained by means of very simple apparatus. Part of the equipment of every laboratory should be a bench and a set of tools and similar conveniences, and the pupils themselves should be encouraged to manufacture, as much as possible, the apparatus they require for their own experimental work. The revised High School programme has increased very greatly the importance of science-teaching, and unless this recommendation be generally acted upon, the course prescribed will become an unnecessarily costly one.

(4) So that the new regulations might not press too heavily when first put into effect, a number of philosophical charts and somewhat antiquated wall maps have been passed at a low valuation. I find, however, that the former are seldom, if ever, used; they are, in fact, a survival of the ante-apparatus period in the history of our school system; and the latter are of little value in view of recent geographical discoveries. The time has arrived, I think, for striking off the catalogues all of the latter, and all of the former that are not in actual use. So long as any of the Legislative grant is given on undesirable items of equipment, so long will some boards remain satisfied with what are undesirable. According to my interpretation of the regulation, the grant should be given only on those parts of the equipment that are useful in the present condition of the programme. It is, however, proper to state that, in a large number of the schools, good maps and globes have already replaced those to which the above objections might be taken.

(5) As the table shews, only a very few schools have as yet erected gymnasia; and as I shall show further on, physical education is almost wholly neglected in the High Schools I inspected in 1887.

II.—DISCIPLINE AND ORGANIZATION.

As I reported in 1885, of the schools in the west, I now report of those in the east: the discipline is generally excellent.

But the organization is seldom satisfactory. This defect is, in most cases, due to the overcrowding of the schools. With some exceptions, which I will discuss further on, each subject on the programme receives its due share of the time at the master's disposal; but with divisions of forty and fifty, and, in some cases, of sixty and seventy, good organization is an impossibility. This condition of affairs is due to the fact, that for the last few years, the number of teachers has not increased at the same rate as the number of the pupils. That this is true will be evident on considering the following statement of the average attendance in the High Schools of the Province for the last six years, in connection with the fact, that of the fifty-six schools I inspected in 1887, I had to report twenty as being in urgent need of additional teachers. In all the others—there is only one undoubted exception to the statement—additional teaching power would have been of much advantage; but the need was not so pressing as to justify official notice: the defects were largely counterbalanced by the work done by the staffs after the usual school hours.

TABLE III.

Statement Showing Increase of High School Attendance.

| | |
|--|--------|
| Average attendance, first half of 1882, 105 Schools, | 7,560 |
| “ “ “ “ 1883, 104 “ | 7,066 |
| “ “ “ “ 1884, 106 “ | 7,564 |
| “ “ “ “ 1885, 106 “ | 8,673 |
| “ “ “ “ 1886, 108 “ | 9,853 |
| “ “ “ “ 1887, 110 “ | 10,775 |

There is, however, good ground for the opinion that this defect will prove to be, in most cases, only temporary. Additional teachers have already been appointed in seven of the twenty schools referred to above; and although the others have as yet given no sign, a regard for the interests of education will, no doubt, eventually prevail. Besides, regulation 22, which gives the Education Department the right to withhold the grant from any school whose staff is reported to be insufficient, will secure for this subject an amount of attention it has not hitherto received.

III.—CHARACTER OF THE TEACHING.

Before 1885 it was part of the inspector's duty to grade the different departments of study in each school, on the basis of the attainments of the pupils; a change, however, was then made, and it is now our duty to grade the character of the teaching provided for the pupils. The determination of this grading involves various considerations, the chief being the ability of the teacher, the time devoted per week to the department, the number in each class, and, in science, the equipment and accommodations. The official report recognizes four grades, I. being the highest and IV. the lowest; but, in actual practice, I have found it impossible to draw the line so sharply, mainly owing to the fact that the same ability is not shown in treating the different subjects of a department either by the same teacher, or as more frequently happens, by different teachers. To give greater definiteness to my report on this subject, I submit a tabular statement, as in the case of the accommodations and equipment. Table IV, shows the attendance in the different subjects in each form at the time of my inspection.

TABLE IV.

Attendance in Fifty-six High Schools, at date of Inspection.

| | Form I. | Form II. | Form III. | Form IV. |
|----------------------------|---------|----------|-----------|----------|
| English department,.... | 4,773 | 936 | 167 | 5 |
| Mathematical,..... | 4,783 | 804 | 167 | 8 |
| Science | 1,464 | 652 | 61 | 2 |
| Classical department | 1,703 | 366 | 64 | 2 |
| Modern Languages..... | 2,255 | 375 | 65 | 3 |
| Commercial..... | 3,445 | 372 | 10 | 0 |

Table V. shows the number of schools in each grade in the leading departments. This table, however, represents the condition of only fifty-one schools. Five I did not attempt to grade at the date of my inspection in one of them, only a beginning had been made at the work, in temporary accommodations; and in the remaining four the attendance was so large in proportion to the teaching power, and consequently, the organization so bad that I did not consider myself justified in expressing even an approximate estimate. Further, in four schools, the subjects of classics and moderns either had not been begun or had just been begun, at the time of my visit. So too, with science, in the case of six schools.

Grading of the Teaching in the different Departments.

| Grading. | COLLEGIATE INSTITUTES. | | | | HIGH SCHOOLS WITH THREE OR MORE MASTERS. | | | | HIGH SCHOOLS WITH TWO MASTERS. | | | | SUMMARY. | | | |
|--------------|------------------------|--------------|----------|-----------|--|----------|--------------|----------|--------------------------------|----------|----------|--------------|----------|-----------|----------|-------|
| | English. | Mathematics. | Science. | Classics. | Moderns. | English. | Mathematics. | Science. | Classics. | Moderns. | English. | Mathematics. | Science. | Classics. | Moderns. | |
| I | 3 | 6 | 2 | 2 | 5 | 1 | 10 | ..... | 5 | 4 | ..... | 3 | ..... | 1 | 1 | 4 |
| I-II | 1 | ..... | 3 | 1 | 1 | 5 | 3 | ..... | 4 | 2 | ..... | 3 | ..... | 2 | 1 | 10 |
| I-III | 1 | ..... | ..... | ..... | ..... | 3 | 1 | 2 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 4 |
| I-IV | 1 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| II | 1 | 1 | ..... | 4 | 2 | 8 | 7 | 1 | 5 | 8 | 5 | 11 | 3 | 4 | 7 | 14 |
| II-III ..... | ..... | ..... | ..... | ..... | ..... | 4 | ..... | ..... | 3 | 4 | 6 | 2 | 2 | 2 | ..... | 10 |
| II-IV | 1 | 1 | 1 | ..... | ..... | 1 | ..... | 1 | ..... | ..... | ..... | ..... | 1 | ..... | ..... | 2 |
| III ..... | ..... | ..... | 1 | 1 | ..... | ..... | ..... | 10 | 4 | 3 | 5 | 1 | 8 | 6 | 8 | 5 |
| III-IV ..... | ..... | ..... | ..... | ..... | ..... | ..... | 1 | 1 | 1 | ..... | 1 | ..... | ..... | ..... | ..... | 1 |
| IV ..... | ..... | ..... | 1 | ..... | ..... | ..... | 1 | 5 | ..... | ..... | ..... | ..... | 2 | 2 | 1 | ..... |
| | | | | | | | | | | | | | 8 | 2 | 1 | 1 |

Before commenting on the character of the teaching, I wish to premise that, as in 1887 I inspected, for the first time, the teaching in almost all the schools in my inspectorate for that year, I am unable to compare the teaching with that of previous years. It is well, too, to note at the outset that most of the work done in these schools is of an elementary character. The statistics given in Table IV. prove this conclusively.

1. *Mathematics.*

Of Mathematics I have to report, as I reported of the schools in the west in 1885, that in no other department is there so much good teaching; table V. shews this clearly. Nor is this to be wondered at. For years the mathematical was the plucking department at the examinations, and, as a consequence, *the* department in the schools. The new regulations which make optional Euclid in Form I. and omit Mental Arithmetic from the examination list of subjects, not to mention other needed changes, have removed the heretofore objectionable pressure in this department, and have allowed others to receive their due share of attention. In almost all the Schools I inspected since these regulations came into effect, Euclid in form I. and Mental Arithmetic are still taught, but with more deliberation than has hitherto been observable. Very properly, masters propose to take up the former during a part of the year, so that pupils may enter Form II. with some knowledge of the subject; and Mental Arithmetic now holds the subordinate place it should hold in a well arranged system of education.

2. *Classics, and French and German.*

As Table V. shows, in these departments excellent work is being done in some places; but, as I reported in 1885, insufficient attention is paid to the oral reading of Classics, and French and German. There are extremely few exceptions to this statement. In Classics we seem to have in Ontario no recognized system of pronunciation, and some teachers urge this as a reason for neglecting the subject. It would be well, I think, if our University authorities agreed upon some uniform system. The present condition of matters must have a bad effect on classical scholarship. But, although excuse may be offered for neglecting pronunciation in the case of a dead language, none can be offered for neglecting it in the case of a living language, one of the chief justifications for the study of which is its practical value. And yet, in very few Schools does this subject receive sufficient attention. In some, indeed, it can hardly be said to receive any. A remedy should be applied without delay. At most of the departmental examinations and at the University examinations at most local centres, no provision can be made to test the candidates' knowledge of pronunciation; but provision can be made in the case of those candidates that write at Toronto. True, from the candidate's point of view this would discriminate against those that write at Toronto. The University Senate, however, under present regulations, does discriminate in the case of dictation; and if some of the members of a class have to undergo the proposed test, the master will scarcely teach these in one way and the rest in another. It would be well, of course, if the test could be applied at every centre; but to this there are practical objections. The above, though defective, seems to be the only possible remedy for what has become a very serious evil.

As to methods: my remarks of 1885 still hold good. Insufficient attention is paid to the English of the translations and to the meaning of the author and the connection of his thoughts. The literary value of the texts is generally ignored. Moreover, in a good many schools translation from English into Latin does not receive due attention, in Form I. especially. Except the elementary books, no text-book is authorized in Latin composition for this form; it is understood that the teacher shall base his advanced lessons on the *Cæsar*, dealing chiefly with the same topics as are taken up in form II., but in a less exhaustive way. Generally speaking, this is done neither sufficiently nor satisfactorily; and, what is worse, in some schools an effort is made to overtake in Form I. the amount of Bradley prescribed for Form II. No language teaching can be thorough which neglects composition. Ability to express our thoughts in a language is the measure of our ability to understand the written form, and another language is most speedily and

effectively learned by constantly expressing our thoughts in that language. This statement applies with especial force to the study of French and German, the main object of a course in which is, I take it, to acquire proficiency in speaking, reading, and writing the languages. Like Classics, though not nearly to the same extent, French and German are valuable for logical discipline. Their literature is also valuable. But they have practical values which the dead languages do not possess and which add to the importance of exercises in composition. In the elementary stages of French and German the pupil's energies should be directed mainly to dictation and written and oral composition. Not only should the eye be cultivated; the ear and the tongue also should be early accustomed to the sounds of the foreign language. The beginner in French should take up first Bue's *First French Book* or Fasquelles' *Lessons in French*, with accompanying oral exercises. After a course of about six months he should begin the Reader; and, in Form II. and thereafter, he would be ready for the prescribed texts, the oral and written exercises being continued throughout the forms. De Fivas' Grammar should be used merely as a grammar, as are the grammars in Latin and Greek, and not, as in many schools, as both a grammar and a composition. The work is not suitable as an introductory book in French, even when supplemented by the master; nor is it intended to serve as such. In German, of course, the same system should be adopted. I should add, however, that the best teaching I have seen in both French and German has been by masters who use no text-books in the elementary stages.

In this connection one other matter deserves notice. Table IV. shows that of those who study Classics and French and German in Form I., only about one-sixth reach the higher forms. This means, of course, that most of the work done in these departments is of an elementary character. It is of so elementary character, indeed, that the knowledge and training acquired can, in my opinion, be of little value to the possessor, compared with the value of the knowledge and training which may be acquired in the department of science in the same form. This statement is emphasized by the fact that a very large number of those who attend Form I. become candidates for teachers' certificates, for whose professional requirements the science option is certainly more suitable. Already, however, as my reports show, the tendency is in the right direction. Thus, the numbers in these departments in senior divisions of Form I. are as follows:—Science, 949; Classics, 701; French and the German, 862. Before long, too, under its changed conditions, science will, I feel certain, receive the recognition to which its practical and disciplinary values entitle it.

3. *English.*

In English, I have to report that, while there is room for improvement in the character of the work, the methods in the schools I inspected in 1887, are, generally speaking, of a better character than they were in those I inspected in 1888. In no other subject is the change more marked than in English Literature. The recent syllabus of the University of Toronto, according to which the object of the papers for both pass and honors will be to determine whether the candidate understands and appreciates the author's meaning, has settled a vexed question in Ontario at least; and settled it, I may say, to the satisfaction of all whose opinion is worthy of consideration.

To our literature course, however, one or two exceptions are still taken:

(1) As I reported in 1885, objections are generally, and, I think, very properly, urged against the character of the selections for Form II. in both prose and poetry. If the pupils of our High Schools are to study English prose writers as models for original composition, they should have as models the best of our recent writers; and, if they are to acquire, when at school, a taste for literature, the selections in both prose and poetry should be made with this object in view. It is to be hoped that the University authorities, who are responsible for the selections, will bear in mind these requirements when next they revise the curriculum.

(2) It has been urged, by some enthusiasts, that the amount of literature prescribed is too small to secure for the pupil the full benefit of the subject. This objection is based on a misapprehension of the function of the school, which is, I take it, to form the

pupil's taste and to beget in him the habit of intelligent and appreciative reading. The latter purpose can be accomplished only by a minute and careful study of a comparatively limited course. If the texts and the teacher are of the proper character, the love for literature will follow ; and it is infinitely better that the pupil should himself extend his acquaintance with literature than that he should attempt to " get up," as has been proposed, seven or eight books, with the dread of an examination before him. Besides, as I have already said, one of the main objects of the High School Library is to enable the teacher to supplement the work he is doing in the literature class. In these days of examinations, the tendency is to lay too much stress on the influence of the examinations and too little on the influence of the teacher. The latter is sadly in need of more vigorous cultivation.

(3) It has been urged, further, that on some of the finest elements of a good piece of literature no adequate examination questions can be set. This is undoubtedly true ; but it does not follow from this, as some seem to think, that no examination questions can be set, or ought to be set, in literature. There are elements in almost every passage that are within the province of æsthetic criticism, and it is with these that the examiner and the teacher have to deal directly. If the teacher does his work properly, neither he nor the examiner need have any anxiety about the pupil's appreciation of those subtle qualities that defy analysis and can be approached only in the dumb submission of admiration and delight. Dull must he be of soul who could pass them by. Mr. Joseph B. Mayor's remarks in his late work, *Chapters on English Meter*, on the value of metrical analysis are, *mutatis mutandis*, so applicable to all forms of literary analysis that they are well worth quoting here. " No doubt," he says, " when the subject matter of the science or art is one with which our affections are more or less intimately connected, there is a natural shrinking from what may appear to be a cold-blooded analysis of that which excites our admiration and love. At best we think we can gain nothing by it. We are, moreover, suspicious of any attempt to explain how it is that a poet produces his results. We prefer to accept the poem as a pure inspiration wakening up an answering inspiration in our own minds. We regard the use of analysis as a perfidious attempt to rob us of inspiration and leave us in its stead a studied expertness in certain tricks of art. But this is really a total misconception of what is aimed at in metrical analysis. It deals only with the outer vesture of poetry ; it teaches us to look more closely at this, to notice its forms and colours and ornaments, just in the same way as a very slight knowledge of Botany enables us to observe the distinguishing beauties of ferns and other plants. It may also go on to show how the inner spirit of poetry reveals itself in its outer vesture, how rhythm and metre correspond to varying moods of feeling ; but it makes no pretence to explain the creative inspiration of the poet. On the contrary, it enlarges our idea of its operation, and this tends to enhance our admiration and delight, just as the teaching of Botany or Drawing not only quickens the eye for the external features of a landscape, but vastly increases the imaginative and emotional enjoyment of natural scenery."

History, of course, repeats itself ; and, just as in former days parsing and grammatical analysis were, with some, the end-all and be-all of language-teaching, so, in these latter days, we may expect the foolish to attach too much value and devote too much time to mere formal rhetorical analysis and æsthetic criticism. But in the folly of the foolish we should find no just reason for condemning the course of the wise who prudently avoid extremes.

While, as I have said, there has been a general advance in the character of the English teaching, two subjects are yet in an unsatisfactory condition :

(1) In some schools Reading is admirably taught and receives due attention ; but in others the condition of the subject is defective, and the attainments of the pupils are by no means satisfactory. The local examination in oral reading for teachers' certificates has not, I fear, the same terrors for the candidate as the written examinations. But the poor reading is not chargeable to the High School alone. There is good reason for believing that in some Public Schools the subject does not receive the attention it deserves. Not only is it true in many cases that the reading of the lowest divisions in the High School is poor, but I have found on enquiry from the pupils that, for some time before the entrance examinations, they have had comparatively little drill in the subject. In

one of the Collegiate Institutes, for instance, I found that, for the six months before last July, the class then preparing for entrance had had no systematic practice in reading in the Public School; and I have been informed on good authority that, in this respect, no improvement has since taken place. To remove this very serious evil, I have to recommend that it be the duty of the High School Inspectors to report especially upon the character of the reading of the last class of entrants, and that the confirmation of the reports of the local boards be made subject to this inspection. Many of these boards, it is clear, take an extremely lenient view of defects in reading. As the marks lead one to believe, no subject evokes more compassion. But, in a case like this, compassion can hardly be esteemed a virtue.

I may here mention what seems to me to be a general defect in the teaching of literature. Usually now the oral reading of the literature lesson is taken up in the class before it is studied as literature. As a preliminary, this should, I think, be unnecessary; for the pupil may be supposed to have studied the prescribed passage in preparation for his school work; and it is bad in method, for the passage cannot be properly read unless it is fully appreciated. It follows, therefore, that the reading should be the last stage of the literature lesson, the various elocutionary points having been brought out in the course of the literary analysis. No part, indeed, of the work in literature is more important than this. The pupil's ability to read a passage with feeling and expression is the best possible evidence of his appreciation of the author's meaning. Nay, more; good literature appeals to the intellect and the emotions through the ear as well as through the eye, and the pupil who does not read aloud cannot have enjoyed to the full those "thoughts that voluntary move harmonious numbers."

(2) English composition is neglected almost entirely in some schools, and is insufficiently attended to in most. Oral exercises in "false syntax," with an occasional thesis, are too often made to do duty for that systematic instruction and frequent practice which the programme assumes and for which the authorized list of text books has made ample provision. The truth is, comparatively few failures have hitherto taken place at examinations on this subject; the "plucking" subjects have forced English composition out of its proper place. The time has arrived, I think, when the examination paper should do its share in remedying the evil. The rude shock of a stiff paper is the best possible tonic. Besides, the importance of the subject demands a vigorous policy. Apart from its special value, composition is a most admirable means of mental training. Practice in presenting one's thoughts in exact language and in logical order induces the habit of exact and logical thinking, even when such presentation is not intended.

According to the new University schedule of examinations, the questions in the prose literature and in English composition will be on the same paper. This evidently means that the prose literature should be taken up in the class mainly from the composition point of view. The questions therein will determine whether the candidate possesses a working knowledge of the mechanism of style. If well prepared, he should be able to point out the character of the vocabulary and the prevailing figures of speech and types of sentences, to show how far a selected passage conforms to the laws of paragraph construction, and to illustrate from the passage the various qualities of style exemplified therein, and show how these qualities have been secured. In an elementary form these requirements are not beyond the capabilities of candidates for third class certificates, provided, however, they have been properly taught and sufficient attention has been devoted to the subject. The rest of the paper may, of course, be expected to test the candidate's ability to put into practice his knowledge of theory.

4. *Science.*

As the table shows, the work in science is generally graded low. This is due chiefly to the want of properly furnished laboratories. A good many schools have a fair amount of apparatus (see table II.), but only four have a sufficient number of tables properly fitted up for practical work by the pupils; and, although all the schools have tables of some sort for the use of the teacher, in very few cases are they of the proper size and

shape, or provided with the necessary conveniences. The remedy for this defect has, however, been already provided, and will, no doubt, prove effective as soon as Boards realize the fact that the absence of proper accommodations and equipment entails a low grading of the desks and class-rooms, and a consequent loss of income from the Legislative grant.

As to methods in Chemistry and Physics, I have to report that, in most cases the true disciplinary value of the subjects is recognized as fully as circumstances permit. Unsuitable and insufficient apparatus and accommodations are, as I have said, the chief drawbacks. But before long your inspectors will, I am confident, be able to report that matters are in a satisfactory condition. The following are the methods in use:—

(1) Each pupil does most of the experimental work for himself, the master directing, discussing the results, and supplying such parts of the course as circumstances render necessary. In Chemistry this—the best—method is carried out satisfactorily in only three schools; in Physics, I do not think it is carried out fully in any.

(2) Some of the pupils perform most of the experiments before the rest of the class under the master's guidance and with his assistance, the class making the observations and drawing the conclusions. This method has been adopted in many of the schools, and is probably the one which will prevail in Physics at any rate.

(3) The teacher performs all the experiments, the class, however, making the observations and drawing the conclusions. This method is also adopted in many of the schools. Want of time is pleaded in its defence. Though possessing value, it is defective to this extent, that the pupil is not brought into direct contact with nature, and, under the circumstances, cannot make satisfactory observations.

(4) Occasionally one meets with what may still, I suppose, be dignified with the name of method—the “lecture” method—in which the teacher does all the experimenting, all the observing, all the reasoning. Cases of this kind are, however, sporadic, and may be regarded as anachronistic survivals of an almost extinct species.

In Botany, the condition of matters is more gratifying. I did not find in many of the schools I inspected in 1887, classes “getting up” for the examination a few definitions or descriptions, as I did in almost all the schools I inspected in 1885. The work is now largely practical. In some schools, indeed, the work is admirably done. This result is, of course, due mainly to the changed character of the examination. Much, however, is also due to the influence of the departmental summer class, whose members are among the very best teachers of Botany we have in the schools. In the treatment of this subject I have to report that one part of the new programme does not yet receive the attention it merits. Botany has been introduced into Form I, as a purely formal study for training the pupil in the observation, comparison, and classification of superficial peculiarities of certain groups of plants. The correctness of the observations may be tested in two ways:—

(a) The pupil may be required to describe these peculiarities by means of language; or

(b) He may be required to make drawings on paper of these peculiarities.

Of these two modes, the former is the only one adopted in most of the schools; in only one or two schools have I met with the latter, which, for the purposes of education, is certainly the more valuable. I think I may safely predict that hereafter the chief requirement of candidates in Botany, will be ability to describe by drawings and in words, the peculiarities of plants submitted to them for examination. For my own part, I can see little value in questions which involve merely the reproduction in words of what may simply be memorized out of a text-book.

Such are what seem to me to be special causes of defects in science-teaching. There are, however, others which affect all the subjects in this department. To these, it is desirable that I should direct attention.

(1) Insufficient time is devoted to them. According to the departmental scheme of marks at the third and second class examinations, Physics, Chemistry, and Botany, are each

of the same value as Algebra, or Euclid, or Trigonometry; while at the first-class examinations, the science department is of the same value as both Latin and Greek, or both French and German, and it is of one-third greater value than the mathematical subjects. It is also understood that at the University examinations, Natural Science and Physics will before long receive the recognition they deserve. This clearly means that the examination in the science department should be as difficult as in those to which it is an examination equivalent. It means also that science should have more time allotted to it than it has had in a good many schools. Chemistry should, I think, be taken up *at least* two hours a week by the teacher in the class, and two other hours should be devoted by the pupil to experimentation. As to Botany, the subject should begin as soon as possible after the pupil enters the High School. A plan which I proposed in my report for 1885, I found in operation in some of the schools I inspected in 1887. Botany is taken up every day, or almost every day, in September and October, and then dropped. In Form I., of course, little can be done during the winter. Physics is then taken up three or four hours a week until spring, when Botany is substituted till the close of school in July, occasional reviews (say, once a week), being held of each subject during the period its systematic study is intermitted. In Form III. there is nothing to prevent the study of Biology at all seasons of the year. Some head masters, however, do not seem to have yet realized the fact that in the science department, in Form III. in particular, the amount of work to be overtaken is considerably greater than it has hitherto been. Not to speak of the new subjects, Zoology and Biology, the courses in both Chemistry and Botany are more comprehensive, and will require more thorough preparation. But it does not follow that the science department will require a disproportionate amount of the teacher's time. If the pupil has been thoroughly trained in Forms I. and II., he can do under supervision a good deal of the work for himself,—the more, indeed, the better—but the claims upon the teacher's time will certainly be greater than they were under the old regulations. And further, for the work of Form III. there will be needed a well furnished chemical laboratory, and at least one good compound microscope and its adjuncts—more of course, if the class be a large one. The character of the science teaching of the future has been settled for Ontario by the recent University-syllabus: "At both the pass and the honor examinations it will be assumed that the work has been taken up practically;" and, in Biology: "It will be assumed that the compound microscope is used in preparing for this examination." What this means will probably be impressed by the examiners upon the mind of the candidate.

(2) Another cause of defective science teaching is the insufficient supply of thoroughly competent teachers. Let me say at once, that in many schools the department is in excellent hands, but there are others in which the teacher has had no special preparation for his duties. For efficient work, there is, I believe, no department on the programme that requires more thorough non-professional as well as professional attainments. In weak hands science-teaching may become little better than drivel. The process of induction implies the possession of higher powers than the process of deduction. Before the passing of the recent regulations, by a curious kind of reasoning, ability to teach Mathematics was assumed to include ability to teach Natural Science. Now, fortunately, as in English, or French and German, or Classics, or Mathematics, a specialist in science must have special non-professional as well as professional qualifications. Other teachers who have had no special training in Natural Science have, however, no ground of complaint against the Education Department. Summer classes have been provided for two years in Botany, and will be provided in 1888, and the proposed classes for the same year in Zoology and Biology will remove the only objection that can be urged to the introduction of the latter subjects. It is surely obvious that some scientific knowledge of animals as well as of plants is necessary to give a symmetrical view of nature, and to open up to the pupil those most interesting chapters in Natural History which show the interdependence of the two kingdoms. But, apart from this, a knowledge of the natural history of both animals and plants is necessary to enable us to approach the problems of Biology proper, which is not only Botany plus Zoology, but deals with the phenomena of life exhibited in both plants and animals, and seeks rather to demonstrate the uniformity of the laws which operate in all living matter, than to throw the phenomena of one kingdom into contrast with those of the others. In

the present condition of science it is impossible for us in Ontario to content ourselves with the one-sided course hitherto prescribed in our school programmes of study, especially in view of the successful treatment of Biology in many of the secondary schools of Germany and the United States.

5. *Other Departments.*

Music is taught in only five of the Schools. Drawing and the Commercial branches, now obligatory in Form I. and for third class certificates, are, of course, taught in all; but in most cases they do not receive the attention they deserve. The time devoted to Drawing, in particular, is too short to ensure that skill in execution, without which theoretical knowledge is valueless. In proof of this I adduce the fact that, at the departmental examinations of last July, over 90 per cent., of the candidates did not obtain 50 per cent. of the marks assigned to the paper in this subject. In some schools, however—notably Whitby—both Drawing and the Commercial branches are leading features of the course. By the new regulations, and in view of the statistics given in Table IV., the study of these departments is to be completed in Form I. From what I saw in the schools I inspected last half year, I have reason to believe that, generally speaking, headmasters are not yet alive to the fact that, from candidates for third-class certificates, at least the same degree of proficiency in Drawing and the Commercial branches will be required as has hitherto been required for candidates for second-class. It should follow from the change, as a matter of course, that in the time-table these departments should have assigned to them the time hitherto given to them in both Form I. and Form II.

As is shown by Table II. only five schools have as yet erected gymnasias. Of these only two, Guelph and Ottawa, have provided systematic instruction in Gymnastics. Drill and Calisthenics are also taught in these institutes and in four other schools; Calisthenics alone in three, and Drill alone in three. From this showing, it is clear that physical education is not valued highly in the east. The main causes of this neglect are the pressure of other subjects and disinclination on the part of boards to expend the money needed for gymnasias. Unfortunately, Drill, Calisthenics, and Gymnastics cannot be placed upon the examination list; and, as matters stand, it is only natural that these subjects should be undervalued or neglected. For this, however, a remedy has been provided. Regulation 50 makes Drill and Calisthenics obligatory in all classes of schools, and Gymnastics, in addition, in Collegiate Institutes. The regulation is one to which no valid objection can be taken, and should be strictly enforced; it should be understood that these subjects must have their due place on the time-table of the school. As to the disinclination of Boards to expend money for physical education, the possession of a gymnasium is one of the conditions of the establishment and existence of a Collegiate Institute; and it is, I think, probable that the state of their legislative grants will before long induce many High School Boards to avail themselves of the 10 per cent. grant on the value of gymnasias. When once gymnasias have been erected, there need be no reason to fear that they will not be used. With pupils there is no subject more popular than Gymnastics in those schools in which it is properly taught. Nor can the want of competent teachers be urged as an excuse for ignoring the regulation. None of the subjects presents insuperable difficulties to the intelligent teacher. Specialists are not indispensable; and, as a matter of fact, some of the best work I have seen in this department was in the Ottawa Collegiate Institute under the charge of the Classical master, who two years ago had no knowledge of any of the subjects.

IV.—THE COLLEGIATE INSTITUTES.

By section 13 of the Act respecting High Schools and Collegiate Institutes, the following are the requisites of a Collegiate Institute:—

1. Suitable school buildings, outbuildings, grounds and appliances for physical training.
2. Library, containing standard books of reference bearing on the subjects of the programme.

3. Laboratory, with all necessary chemicals, and apparatus for teaching the elements of sciences.

4. Four masters at least, each of whom shall be specially qualified to give instruction in one of the following departments : Classics, Mathematics, Natural Science and Modern Languages, including English.

5. Such other assistants as will secure thorough instruction in all the subjects on the curriculum of studies for the time being, sanctioned by the Education Department for Collegiate Institutes.

The condition of the ten Collegiate Institutes in my inspectorate I report under the foregoing heads :—

(1) Of all except one, the school buildings, outbuildings, and grounds may be described as suitable; but, as Table II. above shows, only four have as yet erected gymnasia, that in Toronto, however, being for boys only.

(2). Reference to table II shows also, that only three have the minimum value prescribed by the regulations for a library, several, however, being near the limit.

(3). A properly furnished laboratory includes not only a table for the use of the master, but tables for practical work by the pupils, with a supply of presses, etc., of water, and, where possible, of gas. Four may be reported as having complied with this requirement. As table II, also shows, only four have the minimum value of apparatus prescribed by the regulations.

(4). At the close of 1887, five had not the four specialists required by the statute; and, during the year, the condition of some of these institutes was in this respect very objectionable. One or two boards do not seem willing to give the salaries that will obtain and retain competent teachers. Such boards have clearly no right to a distinction for which they are unwilling to pay.

(5). Two have only four teachers. This number is quite insufficient for the requirements of the programme; and, as a matter of fact, I had to report that in the case of other two schools additional masters were urgently needed.

To sum up; of the ten Collegiate Institutes I inspected in 1887, only one, the Ottawa Collegiate Institute, had at the time of my inspection, fully complied with the statute and the regulations. Since inspection, two have probably complied with the requirements, and most of the others have cheerfully signified their intention of doing so in 1888.

In view, then, of the fact, that two years and a half have elapsed since the Collegiate Institutes were notified of the present requirements, and that the Institutes still below the limits could not qualify fully under the former regulations, I would recommend under Reg. 24—and my colleague concurs in the recommendation—that the status of Collegiate Institute be withdrawn from all schools which on the 1st of September, 1888, have not fully complied with the statute and the regulations. Every one will recognize the fairness of allowing a reasonable time for adjustment to changed conditions. Three years, however, is a reasonable time, and the maintenance of the present condition of affairs would be unjust both to those Institutes that have complied with the regulations and to the High Schools, which are entitled to their full share of the Legislative grant.

V.—THE TRAINING INSTITUTES.

In 1886 I inspected the Training Institutes at Hamilton and Kingston, with Guelph, in addition, in 1887. I have to report that these schools are serving admirably the purpose for which they were established, and that the success of the system is seen in the character of the work done by the teachers who have attended them. In this opinion I find head masters generally concur. Such defects as exist are merely defects of detail, and are now being supplied. The staffs of each of these schools will be increased in

1888, and the equipment will, in the beginning of the year, be all that can be desired. The accommodations will also then be on a first-class scale. Guelph is already in excellent condition ; amongst other improvements, Kingston will erect a gymnasium ; and Hamilton is providing additional accommodations which will include a gymnasium and a laboratory that will have no superior in the Province. Considering the large increase in attendance at the High Schools and the coming demand for additional teachers, and particularly for additional specialists, it is probable that hereafter the attendance at the Training Institutes will also be largely increased. I would, therefore, recommend the establishment of the fifth Training Institute, especially in view of the fact, that to secure the continued efficiency both of the schools and of the Training Institutes, not more than one teacher-in-training for each form should be sent to each Training Institute. I have said that probably additional specialists will be required. The following statement giving the number passed each year since the opening of these schools, shows that, whereas, of late the tendency has been to increase the importance of the English and Science departments, the number of those that have passed in these departments has not increased at a rate to suit the requirements of the schools : it should be remembered, of course, that the standard for specialists in 1887 was higher than in the previous years :

Table of Specialists passed at Training Institutes.

| | 1885. | | 1886. | | 1887. |
|-------------------------|-------|-------|-------|-------|-------|
| Mathematics | 8 | ..... | 14 | ..... | 8 |
| Classics | 5 | ..... | 6 | ..... | 7 |
| French and German | 1 | ..... | 5 | ..... | 6 |
| English | 1 | ..... | 8 | ..... | 3 |
| Science | 1 | ..... | 4 | ..... | 1 |

VI.—GENERAL REMARKS.

The present condition of our High School suggests a few general remarks :—

(1). As my detailed report above shows, very marked improvement has taken place in their condition since, and owing to, the adoption of the Regulations of 1885. That under the revision of 1887 this improvement will continue, we have good reason to believe. There is every prospect that, before long, the equipment of the schools will be in a satisfactory condition, and that the accommodations will be made as suitable as circumstances will permit. As to the programme ; the change begun in 1885, in the assimilation of the various preparatory courses has, in 1887, culminated in an almost complete consolidation of the different examinations ; a result which, by increasing the amount of time at the master's disposal, cannot but produce a marked improvement in the character of the teaching, and which, of itself, is enough to justify the statement that the present year marks an era in the history of our school system. Unfortunately, the pressure of the examinations—the source of most of the evils that still adhere—continues to assert itself ; but it is less objectionable than it was, and it will, I believe, become less so when the recent changes have made themselves fully felt. One thing, at least, is certain : the burden of the pressure is more equally distributed, and important subjects which were at one time practically ignored have now come to the front, and assumed the importance to which they are entitled.

(2). I have said that the examinations are the source of most of the evils that adhere to the system. It follows, of course, that their tendencies should be carefully watched. One of the present tendencies is, at this juncture, well worth considering.

Your report for 1886 shows that, out of a total attendance of about 15,000, 5,777 were preparing for a teacher's non-professional examination. This must, however, be the number actually preparing for the next ensuing examination. It does not include those in the lower classes whose course had not then been clearly determined ; for, in July, 1887,

no fewer than 5,689 wrote at the third and second-class examinations alone. I am, I believe, within the mark when I say that about half of the pupils in attendance at the High Schools have a teacher's certificate in view. This condition of matters, there is every reason to believe, is due to two main causes :—

(a) The influence exerted by the teachers to induce their pupils to take the non-professional examinations, and,

(b) The comparative ease with which the aspirant can obtain a teacher's professional certificate, especially of the lowest grade.

With table IV. before us, it cannot be held, as some profess to hold, that the tendency of the system is to overeducate the masses. The statistics there given show that, while in the fifty-six schools I inspected in 1887—and this also holds true, I believe, of the schools in the west—there were about 4,800 pupils in Form I., there were but 1,100 in all the higher forms ; that is, that about five-sixths of the pupils were not beyond the comparatively low limit set for third class non-professional certificates. It is, however, a fact that, owing chiefly, I think, to the above causes, many High School pupils are diverted from agricultural and mechanical pursuits, and that the teaching and the so-called learned professions are now overcrowded. A very wise man—I forget who—has said that all men are by nature physically lazy. Be this as it may, it is easy to understand how, having spent the most impressionable years of his life at school and in teaching, a young man with certain tastes and habits formed, would rather remain a teacher, or become a clerk, or enter the profession of law or medicine, than engage in pursuits that entail physical exertion to which he has become unaccustomed, and that have not the glamor of social distinction which surrounds a life of mere mental labor. Every reasonable inducement should be offered to the High School pupil to prepare for what have been known as the non-professional examinations ; that is, to have his scholarship tested in one of the general courses prescribed in the programme of studies. But, in view of what I have said above, and of the fact that the County Model Schools, in particular, produce each year more teachers than the Province requires, it is well to consider whether it would not be wise to raise very materially the standard of the professional examinations. Considering also the fact that the non-professional standard is by no means high, no more favorable time could be found than the present to raise it also, and exact from candidates that deliberate and thorough preparation without which there can be no real culture. True, the revised regulations will themselves do much to secure a more desirable condition of affairs ; but much depends upon how these regulations are applied ; and I feel sure that if the above course be adopted, we shall hear less in future of the unpractical tendencies of our school system. It would be well, too, if the examinations in those subjects that are of marked practical value were made a good deal more difficult. The schools are largely what the examinations make them ; and Drawing, Reading, the Commercial branches, English Composition, and the economic aspects of Science might well receive more emphatic recognition.

(3) Table IV. shows conclusively that the attendance in the High Schools is steadily and rapidly increasing. The causes of this continued increase are, evidently, the efficiency of the Public Schools, the well deserved popularity of the High Schools, and the general material and intellectual advancement of the Province. It is still, however, I submit, a question whether it would not be well to have a higher standard for entrance into the High Schools ; in my last report, I gave strong reasons why, from many points of view, this is very desirable. It is, at any rate, unfortunate that there are still two entrance examinations in the year. The arrangement produces hasty and imperfect preparation in the Public Schools, especially during the second half-year. Too frequently, also, the High School is used as a safety-valve for an overcrowded Public School. In some localities, indeed, I have found the lowest class in the High School a good deal larger than the highest class in the local Public School ; and my conviction is, that there are many in the High School whose proper place is the Public School. But we are confronted with the fact that public opinion does not now justify a radical change. At the present juncture, it is, however, worth considering whether it would not be well to make the

December examination so difficult that none should be able to pass but those who are fairly able to take up the work being done by the entrants of the preceding July. The advantages of this proposal are obvious.

But, as matters stand, not only must existing Boards be prepared to meet a largely increased local expense, but the Province must be prepared to maintain many additional High Schools. In my district alone, during the present year, the High School at Stirling has been resuscitated, and a new one established at Georgetown; several applications have been made for the establishment of new High Schools; and the same subject is under consideration in other parts of the Province. The educational outlook is, indeed, a bright one; but it indicates a future which will make many demands upon the liberality of the people.

TORONTO, January, 1888.

APPENDIX K.—REPORT ON MECHANICS' INSTITUTES, FREE LIBRARIES AND ART SCHOOLS.

REPORT OF DR. S. P. MAY, SUPERINTENDENT OF MECHANICS' INSTITUTES AND ART SCHOOLS.

SIR.—I have the honor to submit herewith my report on the Mechanics' Institutes, Art Schools, and other institutions receiving Government aid in the Province of Ontario, for the year ending 1st May, 1887, and beg to inform you that there has been a great increase in the number of Mechanics' Institutes, their Membership, Evening Classes, Receipts, etc., and also that four Art Schools have been established during the past seven years. It may, therefore, be of interest to retrospect the work done, so as to judge of the progress made since these Institutions have been under the supervision of the Minister of Education.

I.—*Mechanics' Institutes.*

By the Act of 1880 (43 V. c. 5. s. 3.) the Association of Mechanics' Institutes of Ontario, Mechanics' Institutes, the Ontario Society of Artists, and Schools of Art and Design were placed under the supervision of the Minister of Education, instead of the Commissioner of Agriculture as formerly, and they were required to report to such Minister in all matters in which, under the provisions of the Agriculture and Arts Act, they were respectively directed to report to such Commissioner; and the powers and duties by the said Act conferred upon the Commissioner of Agriculture in that behalf were all transferred to and vested in the Minister of Education.

The Education Department was authorized to make rules and regulations, subject to the approval of the Lieutenant-Governor in Council, for the instruction in physical and practical science to be given in evening classes in Mechanics' Institutes, and for the apportionment of sums of money out of any grant to be made by the Legislature for the purpose of such classes, and also for sanctioning the purchase of books for the libraries of such Institutes or other subjects than those expressly authorized by the same Act.

Soon after this Act was approved the Hon. Mr. Crooks appointed me to visit every Mechanics' Institute then established, to confer with the Directors so as to obtain from them any suggestions which their experience might enable them to give for the improvement of the Institutes. I visited 121 Institutes, but only seventy-five had complied with the requirements of the Act, and a large number of the others were either partially or entirely closed. On investigation as to cause of failure, the principal reason ascertained was that the Directors of such Institutes had applied for too large a share of the Government Grant. At that time the sum of \$400 was paid from the Legislative appropriation to any Institute agreeing to expend this sum, together with \$200 raised by local effort for the purposes of the Institute. In consequence thereof several Institutes applied for and were paid the full grant, but could not for several years comply with the requirements of the Act in expending the necessary amount from their own resources.

It was also found that as 25% of the grant was allowed for Reading-rooms, some Institutes, through a misinterpretation of the Act, expended a large proportion of the Government grant for rent, salaries, and general expenses. In some Institutes it was customary to charge these expenses to Reading-room, although no Reading-room might be in existence.

Immediately after my Report had been presented the new regulations were formulated, the principal changes being :—

1. *Division of Grant.*—The sum of \$100 was allowed for Reading-room, \$150 for Library, and \$150 for Evening Classes, thus it was impossible for any Institute to receive the full grant as heretofore for Library purposes only.

2. *Evening Classes.*—Encouragement was given by the apportionment of \$150 for Evening Classes, and a list of studies in elementary and technical instruction with rules for the guidance of classes were prescribed.

From this time there was a gradual improvement in the efficiency of Mechanics' Institutes, as will be seen from the following :—

| | | | |
|---------|-------------------------|------------------------------------|-------------|
| In 1881 | 96 | Institutes Reported. | |
| In 1886 | 131 | “ | “ |
| In 1881 | 21 | Evening Classes were in operation. | |
| In 1886 | 58 | “ | “ “ “ “ |
| In 1881 | the total receipts were | | \$48,321.00 |
| In 1886 | “ | “ “ “ “ | 93,136.00 |

In March, 1886, the new Act respecting Mechanics' Institutes' and Art Schools was approved, and in April, 1886, the new regulations were approved, from which I give the following extracts :—

Distribution of Grant.

The appropriation annually made by the Legislative Assembly for Mechanics' Institutes, shall be distributed, subject to the regulations of the Education Department, as follows :—

Every Mechanic's Institute with a membership of fifty persons, and contributing in annual subscriptions the sum of \$25, shall receive \$25 annually.

Every Mechanic's Institute with a membership of one hundred or over, and contributing in annual subscriptions not less than \$50 shall receive \$50 annually.

In addition to the sums in the preceding sub-sections mentioned, every Mechanic's Institute shall receive for its Library the sum of \$1 for every dollar expended on books as provided by this Act, but so as not to exceed the sum of \$150 for Library purposes provided that of the said sum of \$150 expended for Library purposes, not more than twenty per cent. thereof shall be expended on works of fiction ; for its Reading-room the sum of \$1 for every dollar expended for newspapers, magazines or other periodicals, but so as not to exceed the sum of \$50 for Reading-room purposes ; for Evening Classes the sum of \$3 for every pupil in any of the courses herein prescribed for classes of twenty-five pupils or under, and \$1 for each additional pupil, but so as not to exceed \$100 in all for Evening Classes.

All grants made to Mechanics' Institutes shall be paid according to the work done or money expended during the financial year immediately preceding the payment of the grant.

Reading Room.

In order to be entitled to any grant for a Reading-room, the following condition must be complied with :—

(1) The Reading-room must be conveniently situated.

(2) It must be properly warmed and lighted, and furnished with suitable racks and paper files, and with chairs for at least ten persons.

(3) It must be regularly opened to the public at least three hours every alternat

week day, between 2 and 10 p.m., or for a like period of three hours at such other times as may be deemed expedient by the Directors.

(4) There must be placed on separate files, at least two daily newspapers, five weeklies; and three standard monthly magazines.

Library.

In order to be entitled to any aid for Library purposes, the following conditions must be complied with :—

(1) The Library must be conveniently situated, and open for the receipt and delivery of books at least one hour every week.

(2) The books must be properly numbered and placed in order on suitable shelves or cases.

(3) A satisfactory record, according to the regulations of the Education Department must be kept of all books given out and taken in.

(4) If required, invoices, showing a list of the books purchased, must be sent to the Department.

Evening Classes.

In order to be entitled to any grant for Evening Classes, the following conditions must be complied with :—

(1) The classes in each course shall consist of such pupils as are over 15 years of age, who attended at least 20 lessons.

(2) Twenty-five lessons of two hours each must be given in each course.

(3) The teachers must possess certificates approved by the Education Department.

(4) A full list of the pupils, signed by the teachers in charge, on the form prescribed, must be forwarded to the Education Department not later than the 1st of May.

The subjects for Evening Class instruction shall be divided into the following courses :—

(a) English Course.

(1) *English and Canadian History.*—Under this topic the Directors may recommend any author for private reading by each member of the class. The teacher should allot such portions for home study as he deems expedient, and afterwards, during the lesson hour, in a familiar lecture, or by critical references, give such further information on the subject as he may think necessary.

(2) *Composition and Grammar.*—This should embrace the framing of such resolutions as might be required at meetings of School Boards, Municipal Councils, public meetings, drafted petitions to the Legislature, the construction of sentences and paragraphs, the use of capitals, punctuation, etc.

(b) Commercial Course.

(1) *Book-keeping.*—So far as it relates to Bills of Parcels, the ordinary accounts of farmers and mechanics, how to keep a day book, cash account, and personal accounts, business correspondence, business forms, commercial law.

(2) *Arithmetic.*—Accuracy and rapidity in the simple rules, arithmetical calculations applicable to ordinary business, simple and compound interest, mensuration of surfaces.

(3) *Writing.*—Legibility, neatness in form and arrangement, engrossing.

*(c) Drawing Course.**(1) Primary Drawing.*

1. Freehand Drawing from flat examples.
2. Practical Geometry.
3. Linear Perspective.
4. Model Drawing
5. Memory or Blackboard Drawing.

(2) Advanced Drawing.

1. Shading from flat examples.
2. Outline Drawing from the round.
3. Shading from the round.
4. Drawing from Flowers and objects of Natural History.
5. Ornamental Designs.

(3) Mechanical Drawing.

1. Projection and Descriptive Geometry.
2. Machine Drawing.
3. Building Construction.
4. Industrial Design.
5. Advanced Perspective.

*(d) Science Course.**(1) Botany.*

1. Structure of Plants—Roots—Stems—Leaves.
2. Propagation of Plants—Flowers—Buds.
3. How Plants Grow.
4. Uses of Plants.
5. Classification of Plants.

(2) Physiology and Sanitary Science.

1. The Atmosphere, its chemical and physical properties, impurities, ventilation organs of respiration.
2. Food : The chemical constituents of nitrogenous and non-nitrogenous food and its uses ; organs of digestion.
3. Water : Its chemical constituents, impurities, and methods of purification.
4. Blood and circulation.

Every Mechanics' Institute shall be entitled to the sum of one dollar for every pupil obtaining one proficiency certificate, or two dollars for every pupil obtaining two or more proficiency certificates in the subjects named in any of the Drawing Courses, and five dollars for a full certificate in the Advanced or Mechanical Course, as determined at the Departmental Examinations.

There will be an annual examination at each Mechanics' Institute in the month of April, under the direction of the Education Department. The local expenses for conducting the examination must be borne by the Mechanics' Institute concerned.

Medals.

A *Gold Medal*, open to competition for Art Schools and Mechanics' Institutes, will be presented by the Minister of Education for the Advanced or Mechanical Course, on the following conditions :—

(1) The candidates must be *bona fide* students in regular attendance at the Evening Classes.

(2) Samples of work done during the session must be given in (a) *Ornamental Design and Outline, and Shading from the Antique*. There is no restriction as to the character or manner of execution, nor the time occupied in this work. (b) *Drawing from the Antique, full figure*. The drawing shall not be less than two feet in height, on white paper, in chalk, either with or without the aid of stump, background shaded or plain ; work to be finished in 36 hours, regular school time, without assistance. (c) *Original Design*. This is to be executed in pencil, on paper provided by the Department ; size of drawing not less than six inches by four inches ; time four hours. The designs recommended are those suitable for wall paper, carpets, oil cloth, etc.

A *Silver Medal*, open to competition for Mechanics' Institutes and Art Schools, will be given for the highest number of marks in the Mechanical Course, and a *Bronze Medal* for the highest number of marks in the Primary Drawing Course.

In reference to the new regulations, I may state, that they give universal satisfaction. I visited over 60 Institutes this year and the directors are all unanimous in their opinion that they are more satisfactory than former regulations ; and in no case could I get any suggestions from the directors by which they might be improved.

The principal improvements in the new Act and regulations are as follows :

1. *Payment of Grant*.—The grants are now paid on results on the moneys actually expended, not in anticipation, as formerly ; and the principal cause of failure in small Institutes is removed.

2. *Reading Rooms*.—The instructions for reading rooms are now definite, each Institute must have proper accommodation, be open to members for a definite time, and have a complete supply of newspapers and magazines.

We have now in operation 84 such reading-rooms, distributed throughout the province, supplied with 1,377 newspapers, and 1,204 scientific and literary magazines and reviews. The public benefit derived from these we are unable to estimate. The idle youth of our cities and towns formerly accustomed to pass their spare evenings in the bar-room and billiard saloon, or perhaps, in places of more questionable repute, which lead to poverty and crime, have now an opportunity of improving their minds by reading the leading newspapers and scientific journals. A few years ago there was a difference of opinion in regard to the reading material required in reading rooms, some being of opinion that they should contain works of reference only, but it is now generally acknowledged, that newspapers are most valuable agents in moulding public opinion, and diffusing information on practical subjects, and are true exponents of the worlds' wants ; whilst the advantages of scientific periodicals are that they present new discoveries and practical facts from time to time as they are developed, and thus, more recent information can be obtained from them than from books, which, probably, have remained on the shelves for several years.

The following extract from a recent report of the Superintendent of Public Libraries in Massachusetts, shows how much reading rooms are appreciated in the United States :

" Ever since its establishment, July, 1870, the number of visitors has constantly increased. Side by side, the merchant, the minister, the physician, factory boy and factory girl have read the news. Two well warmed and lighted and carpeted rooms, made attractive by flowers and in other ways, and supplied by about 70 daily and weekly newspapers and magazines, adapted to various tastes and degrees of culture, have been a help to the public, such as benevolence in the form of no other charity could have been offered. The indirect influences have been, too, most marked. The bringing together of

both sexes and all classes has worked well for that portion of the community most needing help, in softening their manners, drawing them from street temptations and giving them higher aims, and particular instances are known where the result has been most happy."

3. *Libraries.*—It is now imperative that the books be properly classed and the library conveniently situated for the members. An equal amount to that expended for books, (not exceeding \$150), is paid from the government grant, twenty per cent. of which may be expended for fiction. The last report from 145 institutes and free libraries show that they have 389,662 volumes, and that 707,938 have been in circulation. This gives an average of 2,687 volumes in stock, and 4,606 volumes issued, for each library.

It is gratifying to find that the proportion of works of fiction issued is gradually diminishing in some institutes. The question of providing fiction has long been discussed, some persons contending that the government grant should not be allowed on such books, and others, from a religious point of view, say they should be prohibited altogether. Experience, however, shows that a large number of persons will not subscribe to Mechanics' Institutes unless there be a fair supply of fiction, and as the grant for this purpose is small, the directors exercise great care in selecting this class of books, and although there may be a great demand for fiction by new members, the directors do not purchase indiscriminately, but select those books which they think will produce the best results, and gradually induce a taste for the study of higher classes of literature.

4. *Evening Classes.*—The chief purpose for which Mechanics' Institutes are established is to impart technical instruction to the working classes, but as some adults may not have had the same advantages of primary education as the present youth of Ontario, it was deemed advisable to establish classes in elementary subjects, so that those engaged in the active and industrial pursuits of life might obtain sufficient educational knowledge to enable them to become students of more difficult subjects which may be of service in their trades and occupations. The prescribed Commercial course is essentially practical; the writing must be legible and neat; the arithmetic is applicable to business pursuits, and the book-keeping includes business correspondence, and the accounts of farmers and mechanics. The English course is of value to every person, it embraces the framing of resolutions for public meetings, construction of sentences, etc., and the study of English and Canadian history.

The Technical courses embrace Drawing and natural science. The Drawing course includes primary and advanced drawing, and mechanical drawing. A knowledge of drawing is of practical value to every person. Educationists and manufacturers are agreed in the opinion that industrial drawing is the foundation of industrial education. Every mechanic should possess some knowledge of drawing. It is stated by experts that the productive efficiency of some trades would be increased at least thirty-three per cent. if every mechanic could understand working drawings so as to work by them.

A few years ago drawing was studied chiefly for amusement, or as an accomplishment, but now it stands in the foremost ranks of practical subjects, it cultivates the taste, strengthens the sense of sight, and makes us see objects truthfully, and it concerns the advancement of the poor as well as the rich. If our mechanics do not become good designers we shall never become a great manufacturing nation. Our increased educational facilities and intercommunication with other countries induce a more refined taste, and a desire for articles of more beautiful and artistic design than we were formerly accustomed to, and the consequence will be, that if our Canadian manufacturers cannot produce the style of goods required, they will have to be imported from foreign countries. If we can thus diminish importation, increased exportation is sure to follow, and thereby the wealth and independence of our country will be increased.

The Drawing course has been in operation for three years with very gratifying results, during that time there have been 117 drawing classes, with 3,299 students in attendance. From the first of May, 1885 to the first of May, 1887, the following certificates have been granted at the annual competitive examinations to Mechanics' Institutes students, viz:—

Primary drawing 467 Freehand drawing, 732 Practical Geometry, 323 Linear perspective, 448 Model drawing, 243 Memory or blackboard drawing, 58 Teachers

certificates, legally qualifying the holder to teach the above subjects in any High School, Model School or Mechanics' Institute, total, 2213 proficiency certificates, and 58 teachers certificates in primary grade.

Advanced subjects: 1, Shading from flat. 1, Flower drawing. 21, Machine drawing. 5, Industrial design. 2, Advanced geometry. 7, Wood carving.

The following is a list of the trades and occupations of the students who attended these classes :—

| | | |
|--------------------|---------------------|--------------------------|
| Accountants. | Editors. | Painters. |
| Agents. | Law Students. | Post Office Clerks. |
| Apprentices. | Fitters. | Photographers. |
| Architects. | Flax Mill Employes. | Pattern Makers. |
| Artists. | Finishers. | Railway Employes. |
| Barristers. | Farmers. | Real Estate Agents. |
| Bakers. | Flour Merchant. | Raftsmen. |
| Bankers. | Grocers. | Students. |
| Butchers. | Grain Merchants. | Saddlers. |
| Blacksmiths. | Gardeners. | Shoemakers. |
| Barbers. | Governesses. | Stonecutters. |
| Brakesmen. | Harnessmakers. | Sailors. |
| Boilermakers. | Hardware Merchants. | Store Keepers. |
| Builders. | Hotel Keepers. | School Teachers. |
| Book-keepers. | Hatters. | Servants. |
| Bricklayers. | Insurance Agents. | Sailmakers. |
| Brickmakers. | Jewellers. | Saleswomen. |
| Carriagemakers. | Joiners. | Salesmen. |
| Carvers. | Knitters. | Spinners. |
| Contractors. | Laborers. | Spoonmakers. |
| Clerks. | Lumbermen. | Sandstone Manufacturers. |
| Cabinetmakers. | Moulders. | Seamstress. |
| Carpenters. | Machinists. | Surveyors. |
| Carriage Painters. | Milliners. | Type Writers. |
| Coopers. | Marblecutters. | Tinsmiths. |
| Cigarmakers. | Manufacturers. | Tailors. |
| Civil Engineers. | Masons. | Telegraph Operators. |
| Cheesemakers. | Music Teachers. | Teamsters. |
| Cadets. | Millers. | Tanners. |
| Cash Boys. | Millwrights. | Taxidermists. |
| Dressmakers. | Milkmen. | Turners. |
| Druggists. | Merchants. | Veterinary Surgeons. |
| Domestics. | Ministers. | Warehousemen. |
| Dry Goods Clerks. | Messengers. | Woollen Mills Employes. |
| Designers. | Melters. | Waggon Makers. |
| Drivers. | Organ Builders. | Watch Makers. |
| Engineers. | Pump Makers. | Wood Workers. |
| Engravers. | Piano Makers. | Well Diggers. |
| Excise Officers. | Printers. | |
| Egg Merchant. | | |

The advantages of these certificates have been very great to many of the students of Evening Classes, the certificates are, to a certain extent, a proof of industry and perseverance, and that these young men have employed their spare time to obtaining practical information which must prove of great value to their employers; consequently several of these students who have removed to a distance have without difficulty secured remunerative employment.

Last year the following Mechanics' Institutes sent specimens of Industrial Drawing to the Colonial Exhibition :—

| | | |
|-----------------|---------------|------------------|
| Aurora. | Goderich. | Prescott. |
| Ailsa Craig. | Guelph. | Preston. |
| Almonte. | Kemptville. | Penetanguishene. |
| Arnprior. | Mount Forest. | Richmond Hill. |
| Barrie. | Milton. | St. Catharines. |
| Brantford. | Midland. | Schomberg. |
| Berlin. | Mitchell. | St. George. |
| Blyth. | Newmarket. | St. Marys. |
| Brockville. | Napanee. | Seaforth. |
| Carleton Place. | Orangeville. | Stouffville. |
| Cheltenham. | Orillia. | Smith's Falls. |
| Claude. | Paris. | Strathroy. |
| Durham. | Parkhill. | Stratford. |
| Elora. | Perth. | Streetsville. |
| Galt. | Peterboro'. | Whitby. |
| Garden Island. | Port Perry. | Woodstock. |
| Georgetown. | | |

The British Press was very complimentary in its remarks on the excellence of the Drawings and Designs, and the Royal Commission awarded each of these Institutes a Diploma and Medal.



COPY OF MEDAL PRESENTED TO MECHANICS' INSTITUTE.

The following extracts are taken from the Mechanics' Institute Reports for the year: (For details see Tables A, B.)

1. *Institutes reporting 1886-7.*

Number of Institutes reporting for the year..... 139

2. *Institutes not reporting 1886-7.*

Alexandria, Bradford, Columbus, Forest, Glencoe, Hanover, Kemptville, Listowel, Manitowaning, Thunder Bay, Watford, Wiarton, Vittoria.

3. *Institutes reported Closed.*

Alliston, Palmerston, Sarnia.

4. *New Institutes reporting for 1886-7.*

Belmont, Beeton, Beamsville, Cobourg, Dresden, Hastings, Niagara Falls South, Parry Sound, Southampton, Shelburne, Wyoming, Waterford, Williamstown.

5. *New Institutes Incorporated.*

Blenheim, Bobcaygeon, Holyrood, Forks of the Credit, Oshawa, Newburgh, Markdale, Melbourne, Port Carling, Ripley.

6. *Classification of Institutes reporting in 1886-7.*

| | |
|---|-----------|
| Institutes with libraries, reading-rooms and evening classes..... | 29 |
| “ “ and reading-rooms..... | 54 |
| “ “ and evening classes..... | 11 |
| “ “ only..... | 44 |
| “ with reading-rooms only..... | 1 |
| | <hr/> 139 |

7. *Receipts during the Year 1886-7, with Balances from previous Year.*

| | |
|----------------------------------|-------------------|
| Balances from previous year..... | \$ 5,234 01 |
| Members' fees..... | 14,970 38 |
| Legislative grant..... | 20,078 95 |
| Municipal grants..... | 5,709 87 |
| Fees from evening classes..... | 833 05 |
| Lectures and entertainments..... | 2,979 77 |
| Other sources..... | 7,966 92 |
| Total..... | <hr/> \$57,772 95 |

8. *Expenditure during the Year 1886-7, with Balances on hand at close of Year.*

| | |
|----------------------------------|-------------------|
| Rent, light and heating..... | 8,613 19 |
| Salaries..... | 7,769 98 |
| Books (not fiction)..... | 14,020 82 |
| “ (fiction)..... | 3,636 88 |
| Magazines and newspapers..... | 5,467 27 |
| Evening classes..... | 1,434 92 |
| Lectures and entertainments..... | 1,943 34 |
| Miscellaneous..... | 8,684 32 |
| Balances on hand..... | 6,202 23 |
| Total..... | <hr/> \$57,772 95 |

9. *Donations of Books, 1886-7.*

| | | | |
|---|--------|--------------------|----------|
| 16 Institutes received donations of books, value..... | | | \$252 84 |
| Arthur..... | \$5 00 | Peterborough | \$4 00 |
| Beeton..... | 12 50 | Preston | 4 00 |
| Belleville..... | 50 00 | Stouffville | 3 00 |
| Cobourg..... | 5 00 | Seaforth | 7 20 |
| Milton..... | 58. 33 | West Nissouri..... | 5 00 |
| Niagara Falls, South.... | 25 00 | Wroxeter | 11 00 |
| Oakville | 10 00 | Windermere | 20 00 |
| Paisley..... | 12 00 | | |
| Paris | 20 81 | | \$252 84 |

10. *Assets and Liabilities, 1886-7.*

| | |
|--|--------------|
| 139 Institutes have assets, value..... | \$258,563 00 |
| “ “ liabilities | 25,161 50 |

11. *Number of Members in 1886-7.*

139 Institutes have 16,094 members. This year the Report of Public Libraries¹ is kept separate, the number of readers reported is 17,906.

12. *Number of Volumes in Libraries, and Number of Volumes Issued.*

| | No. of Volumes in Libraries. | No. of Volumes Issued. |
|----------------------------|---------------------------------|---------------------------|
| Biography..... | 19,980 | 12,708 |
| Fiction | 59,509 | 171,464 |
| History | 25,051 | 16,145 |
| Miscellaneous | 38,038 | 33,473 |
| Periodical Literature..... | 12,250 | 32,414 |
| Poetry and the Drama..... | 8,794 | 5,797 |
| Religious Literature..... | 8,418 | 6,697 |
| Science and Art..... | 25,712 | 12,124 |
| Voyages and Travels..... | 20,235 | 32,356 |
| Works of Reference..... | 7,649 | 2,317 |
| Details not given..... | 807 | 5,318 |

Total number of Volumes 226,443 Total No. issued, 330,813

The total amount expended for books in 1886-7, was \$17,657.70.
For details see Tables A and B.

13. *Reading-rooms in 1886-7.*

84 Institutes reported having reading-rooms.

| | |
|----------------------------|-----|
| Number of periodicals..... | 958 |
| Number of newspapers..... | 982 |

The total amount expended for reading-rooms was \$5,467.27.
For details see Tables A and B.

14. *Evening Classes in 1886-7.*

26 Institutes conducted elementary classes in the following subjects:—1. English Course—Composition and Grammar; 2. Commercial Course—Book-keeping, Arithmetic, Writing.

23 Institutes conducted classes in Drawing in the following subjects:—1. Primary Drawing:—Free Hand Drawing, Practical Geometry, Linear Perspective, Model Drawing, Memory and Black-board Drawing; 2. Mechanical Drawing:—Machine Drawing, Building Construction.

The total amount expended for evening classes was \$1,434.92.
For details see Tables C and D.

TABLE A.—Receipts, Expenditure, Assets and Liabilities of

| INSTITUTES. | RECEIPTS DURING THE YEAR. | | | | | | | | | |
|------------------------|---------------------------|----------------|--------------------|------------------|----------------------------|------------------------------|----------------|---------|---------------------------|--|
| | Balance on hand. | Members' Fees. | Legislative Grant. | Municipal Grant. | Fees from Evening Classes. | Lectures and Entertainments. | Other sources. | Total. | Rent, Light, and Heating. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | |
| 1 Ailsa Craig..... | 92 68 | 81 50 | 124 00 | ..... | ..... | 5 10 | 8 93 | 312 21 | 36 92 | |
| 2 Almonte..... | 7 74 | 111 00 | 191 00 | ..... | ..... | 19 60 | 64 35 | 393 89 | 112 97 | |
| 3 Alton..... | 40 08 | 51 80 | 100 00 | ..... | ..... | 29 55 | ..... | 221 43 | 1 50 | |
| 4 Arkona..... | 4 42 | 60 25 | 183 00 | ..... | ..... | 2 40 | 21 00 | 271 07 | 37 75 | |
| 5 Arnprior..... | ..... | 66 25 | 337 00 | 40 00 | ..... | 19 25 | 49 54 | 512 04 | 124 22 | |
| 6 Arthur..... | 45 66 | 62 50 | 116 00 | ..... | 22 00 | 16 25 | 9 75 | 272 06 | 2 80 | |
| 7 Aylmer..... | 22 93 | 86 47 | 175 00 | 80 09 | ..... | 15 00 | 16 04 | 395 44 | 98 50 | |
| 8 Ayr..... | 38 36 | 104 00 | 222 00 | ..... | ..... | ..... | 15 01 | 379 37 | 34 91 | |
| 9 Aurora..... | 57 00 | 134 00 | 54 00 | ..... | ..... | 26 35 | 133 82 | 399 17 | 48 10 | |
| 10 Barrie..... | 88 38 | 283 00 | 215 00 | 100 00 | 62 75 | 26 45 | 101 45 | 877 03 | 212 95 | |
| 11 Beamsville..... | ..... | 164 00 | ..... | ..... | ..... | ..... | 7 10 | 171 10 | 4 00 | |
| 12 Beeton..... | ..... | 86 75 | ..... | ..... | ..... | 31 25 | ..... | 118 10 | ..... |  |
| 13 Belleville..... | 2 67 | 522 50 | 250 00 | 200 00 | ..... | ..... | 486 18 | 1461 35 | 379 95 | |
| 14 Belmont..... | ..... | 95 50 | ..... | ..... | ..... | ..... | 15 00 | 110 50 | 15 00 | |
| 15 Blyth..... | 42 50 | 21 00 | 113 00 | ..... | ..... | ..... | ..... | 176 50 | 25 00 | |
| 16 Bolton..... | 17 62 | 30 00 | 138 00 | ..... | ..... | ..... | 0 40 | 186 02 | 12 00 | |
| 17 Bowmanville..... | 63 45 | 47 50 | 155 00 | 30 00 | ..... | ..... | ..... | 295 95 | 32 80 | |
| 18 Bracebridge..... | 124 44 | 26 00 | 175 00 | 25 00 | ..... | ..... | ..... | 350 44 | ..... |  |
| 19 Brampton..... | 6 06 | 206 00 | 250 00 | 100 00 | ..... | ..... | 35 19 | 597 25 | 108 88 | |
| 20 Brighton..... | 8 52 | 71 00 | 96 00 | 25 00 | ..... | 20 88 | 51 18 | 272 50 | 53 98 | |
| 21 Brockville..... | 40 08 | 111 00 | 250 00 | 100 00 | 50 00 | ..... | 30 20 | 581 28 | 100 00 | |
| 22 Brussels..... | 4 70 | 25 00 | 144 00 | 25 00 | ..... | ..... | 25 00 | 223 70 | 45 00 | |
| 23 Caledon..... | ..... | 25 00 | 39 00 | ..... | ..... | ..... | 6 82 | 70 82 | 20 00 | |
| 24 Caledonia..... | 0 45 | 49 00 | 128 00 | ..... | ..... | ..... | 0 20 | 177 65 | ..... |  |
| 25 Campbellford..... | 226 55 | 68 59 | 250 00 | ..... | ..... | ..... | ..... | 545 14 | 88 75 | |
| 26 Carleton Place..... | 12 61 | 178 75 | 135 00 | 75 00 | ..... | 589 79 | 13 51 | 1004 66 | 151 87 | |
| 27 Chatham..... | ..... | 367 75 | 200 00 | 100 00 | ..... | 13 45 | 197 06 | 878 26 | 274 24 | |
| 28 Cheltenham..... | ..... | 36 50 | 170 00 | ..... | 38 00 | ..... | ..... | 244 50 | 3 00 | |
| 29 Clarksburg..... | 4 88 | 4 25 | ..... | ..... | ..... | ..... | ..... | 9 13 | ..... |  |
| 30 Claude..... | 17 07 | 28 50 | 88 00 | ..... | ..... | ..... | ..... | 133 57 | ..... |  |
| 31 Clifford..... | ..... | 49 50 | 135 00 | ..... | ..... | ..... | ..... | 184 50 | 25 00 | |
| 32 Clinton..... | 53 81 | 127 75 | 262 00 | 100 00 | 2 00 | ..... | 158 80 | 704 36 | 174 59 | |
| 33 Cobourg..... | ..... | 48 75 | ..... | ..... | ..... | ..... | ..... | 48 75 | ..... |  |
| 34 Colborne..... | 33 45 | 70 25 | 115 00 | ..... | ..... | ..... | 1 00 | 219 70 | 34 13 | |
| 35 Collingwood..... | 25 16 | 134 00 | 91 00 | 75 00 | ..... | ..... | 180 32 | 505 48 | 85 00 | |
| 36 Deseronto..... | 0 76 | 54 00 | 325 00 | ..... | ..... | 22 35 | 51 01 | 453 12 | 97 26 | |
| 37 Dresden..... | ..... | 35 00 | ..... | ..... | 5 00 | 23 70 | 154 02 | 217 72 | 1 25 | |
| 38 Drayton..... | ..... | 80 00 | 230 00 | 50 00 | ..... | 101 35 | ..... | 461 35 | 60 00 | |
| 39 Dundas..... | 36 66 | 361 15 | 175 00 | 100 00 | ..... | 104 67 | 200 00 | 977 48 | 164 29 | |
| 40 Dunnville..... | ..... | 62 00 | 100 00 | 25 00 | ..... | ..... | ..... | 187 00 | 30 00 | |
| 41 Durham..... | 20 83 | 33 00 | 225 00 | ..... | ..... | 26 00 | 52 60 | 357 43 | ..... |  |
| 42 Elora..... | 3 91 | 148 30 | 252 00 | ..... | 13 00 | 10 00 | 4 51 | 431 72 | 70 00 | |
| 43 Embro..... | 0 47 | 85 00 | 225 00 | ..... | ..... | 13 50 | 0 45 | 324 42 | 59 97 | |
| 44 Ennottville..... | 50 95 | 26 00 | 74 00 | ..... | ..... | ..... | 10 85 | 161 80 | 5 08 | |
| 45 Essex Centre..... | 18 96 | 36 00 | 219 00 | 50 00 | ..... | ..... | 1 97 | 325 93 | 69 20 | |
| 46 Exeter..... | 30 30 | 54 75 | 193 00 | 25 00 | ..... | ..... | 15 00 | 318 05 | 35 00 | |
| 47 Fenelon Falls..... | 48 92 | 91 50 | 49 00 | 65 00 | ..... | 59 03 | ..... | 313 45 | 158 07 | |
| 48 Fergus..... | 22 52 | 95 15 | 187 00 | 100 00 | 18 50 | 20 85 | 75 23 | 519 25 | 70 78 | |
| 49 Galt..... | 0 37 | 352 65 | 292 40 | ..... | ..... | 171 13 | ..... | 816 55 | 29 90 | |
| 50 Garden Island..... | ..... | 75 00 | 250 00 | 306 87 | ..... | ..... | 208 71 | 840 58 | 181 40 | |
| 51 Georgetown..... | 16 92 | 87 75 | 94 00 | 40 00 | ..... | ..... | ..... | 238 67 | 84 00 | |
| 52 Goderich..... | 215 80 | 110 50 | 250 00 | 100 00 | 25 50 | ..... | 47 65 | 749 45 | 101 82 | |
| 53 Gravenhurst..... | 0 05 | 32 00 | 43 00 | ..... | ..... | ..... | 15 00 | 90 05 | 16 18 | |
| 54 Grimsby..... | 30 86 | 105 51 | 226 00 | 75 00 | ..... | 29 85 | ..... | 467 22 | 71 62 | |
| 55 Hastings..... | ..... | 103 00 | ..... | ..... | ..... | ..... | 11 17 | 114 47 | ..... |  |
| 56 Harriston..... | ..... | 120 60 | 13 00 | ..... | ..... | 50 53 | 26 93 | 211 06 | 121 17 | |

Mechanics' Institutes, for the year ending 1st May, 1887.

| EXPENDITURE DURING THE YEAR. | | | | | | | | | | | | | | | | ASSETS AND LIABILITIES. | |
|------------------------------|----------------------|------------------|-----------------------------|------------------|------------------------------|----------------|------------------|---------|---------|--------------|--|--|--|--|--|-------------------------|--|
| Salaries. | Books (not fiction). | Books (fiction). | Magazines, Newspapers, etc. | Evening Classes. | Lectures and Entertainments. | Miscellaneous. | Balance on hand. | Total. | Assets. | Liabilities. | | | | | | | |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ b. | \$ c. | \$ c. | | | | | | | |
| 1 50 00 | 32 95 | 7 55 | 45 00 | | | 39 94 | 99 85 | 312 21 | 1667 50 | | | | | | | | |
| 2 69 00 | | | 63 10 | | 44 25 | 89 62 | 14 95 | 393 89 | 783 00 | | | | | | | | |
| 3 | 164 38 | 30 45 | | | | 10 73 | 14 37 | 221 43 | 864 50 | | | | | | | | |
| 4 29 00 | 87 41 | 30 00 | 48 51 | | | 34 73 | 3 67 | 271 07 | 718 50 | 70 00 | | | | | | | |
| 5 48 00 | 159 31 | 17 00 | 108 49 | | 10 00 | 45 02 | | 512 04 | 569 00 | 34 00 | | | | | | | |
| 6 15 75 | 143 02 | 36 50 | | 14 00 | 12 10 | 34 10 | 13 79 | 272 06 | 761 00 | 41 00 | | | | | | | |
| 7 30 00 | 161 19 | 19 90 | 24 40 | 24 09 | 15 00 | 17 13 | 5 23 | 395 44 | 2878 00 | 30 00 | | | | | | | |
| 8 | 120 35 | 30 00 | 65 73 | | 0 75 | 54 88 | 72 75 | 379 37 | 622 50 | | | | | | | | |
| 9 25 00 | 80 55 | 19 45 | | | 53 70 | 172 37 | | 399 17 | 1440 00 | 65 00 | | | | | | | |
| 10 155 00 | 120 00 | 30 00 | 75 00 | 62 75 | 12 50 | 201 43 | 7 40 | 877 03 | 3303 00 | 100 00 | | | | | | | |
| 11 | | | | | | 2 10 | 165 00 | 171 10 | 165 00 | 7 00 | | | | | | | |
| 12 | 84 86 | 20 50 | | | 5 95 | 3 50 | 3 29 | 118 10 | 123 50 | | | | | | | | |
| 13 296 38 | 120 00 | 176 63 | 151 44 | | | 305 20 | 31 75 | 1461 35 | 4031 50 | 95 00 | | | | | | | |
| 14 | 60 25 | 22 40 | | | | 4 35 | 8 50 | 110 50 | 101 10 | 65 00 | | | | | | | |
| 15 5 00 | 86 72 | 10 00 | 8 00 | | | 25 40 | 16 38 | 176 50 | 800 00 | | | | | | | | |
| 16 | 74 44 | 51 09 | 40 60 | | | 7 00 | 0 89 | 186 02 | 906 00 | | | | | | | | |
| 17 40 00 | 94 43 | 55 10 | | | | 11 25 | 62 37 | 295 95 | 1612 00 | | | | | | | | |
| 18 37 00 | 163 66 | 40 85 | | | | 5 25 | 103 68 | 350 44 | 1208 50 | | | | | | | | |
| 19 146 00 | 121 36 | 30 00 | 53 28 | | | 102 04 | 35 69 | 597 25 | 915 50 | 31 50 | | | | | | | |
| 20 62 50 | 20 00 | 10 25 | 52 51 | | | 13 20 | 60 06 | 272 50 | 869 00 | | | | | | | | |
| 21 100 00 | 126 50 | 30 00 | 136 50 | | | 15 57 | 72 71 | 581 28 | 1108 00 | 125 00 | | | | | | | |
| 22 11 50 | 122 00 | 28 00 | | | | 63 18 | 4 02 | 223 70 | 1034 50 | | | | | | | | |
| 23 12 00 | 32 64 | | 3 25 | | | 2 93 | | 70 82 | 647 00 | 6 50 | | | | | | | |
| 24 | 120 00 | 30 00 | | | | 22 55 | 5 10 | 177 65 | 510 00 | | | | | | | | |
| 25 123 03 | 140 50 | 64 40 | 101 64 | | | 23 58 | 3 24 | 545 14 | 739 00 | | | | | | | | |
| 26 96 00 | 97 89 | | 75 45 | 50 50 | 476 77 | 46 27 | 9 91 | 1004 66 | 560 00 | 32 00 | | | | | | | |
| 27 177 00 | 107 50 | 98 00 | 75 05 | | | 12 50 | 133 97 | 878 26 | 3428 00 | 188 00 | | | | | | | |
| 28 | 140 21 | 39 40 | | 35 50 | | 21 29 | 5 10 | 244 50 | 584 00 | | | | | | | | |
| 29 | | | | | | | 9 13 | 9 13 | 436 00 | | | | | | | | |
| 30 | 40 70 | 27 07 | | | | 8 43 | 57 37 | 133 57 | 1322 00 | | | | | | | | |
| 31 | 69 00 | 26 38 | | | | 18 90 | 45 22 | 184 50 | 264 00 | | | | | | | | |
| 32 170 00 | 125 18 | 25 00 | 101 05 | | | 108 54 | | 704 36 | 2614 00 | 169 00 | | | | | | | |
| 33 | | | | | | | 48 75 | 48 75 | 548 00 | | | | | | | | |
| 34 | 76 87 | 17 22 | | | | 16 54 | 74 94 | 219 70 | 609 00 | | | | | | | | |
| 35 64 00 | 94 60 | | 50 20 | | | | 211 68 | 505 48 | 3875 00 | 150 00 | | | | | | | |
| 36 63 20 | | | 60 95 | | | 227 05 | 4 66 | 453 12 | 444 00 | 56 50 | | | | | | | |
| 37 | 107 25 | 36 85 | 32 75 | | | 20 50 | 19 12 | 217 72 | 174 00 | 121 00 | | | | | | | |
| 38 | 187 22 | 20 00 | 14 00 | | 73 85 | 85 25 | 21 03 | 461 35 | 865 00 | | | | | | | | |
| 39 55 50 | 86 92 | 21 75 | 66 84 | | 58 50 | 380 34 | 143 34 | 977 48 | 8213 00 | | | | | | | | |
| 40 6 25 | 150 00 | | | | | | 0 75 | 187 00 | 1165 00 | 6 00 | | | | | | | |
| 41 30 00 | 164 00 | 12 56 | | 55 00 | 6 00 | 86 98 | 2 89 | 357 43 | 3027 00 | 30 00 | | | | | | | |
| 42 | 144 23 | | 88 25 | 11 35 | 15 00 | 46 83 | 56 06 | 431 72 | 7216 00 | 92 50 | | | | | | | |
| 43 12 00 | 103 13 | 32 18 | 55 20 | | | | 61 94 | 324 42 | 1609 00 | | | | | | | | |
| 44 15 00 | 84 62 | 15 38 | | | | 25 05 | 16 67 | 161 80 | 1515 00 | | | | | | | | |
| 45 57 00 | 118 63 | 24 43 | 50 80 | | | 3 15 | 2 72 | 325 93 | 378 00 | 42 00 | | | | | | | |
| 46 150 00 | 3 10 | | 20 78 | | | 14 00 | 230 17 | 318 05 | 1545 00 | | | | | | | | |
| 47 15 00 | | | 91 45 | | 13 85 | 14 40 | 20 68 | 313 45 | 881 00 | | | | | | | | |
| 48 107 60 | 123 00 | 28 92 | 98 00 | 45 00 | 3 00 | 32 39 | 10 56 | 519 25 | 3740 50 | 45 00 | | | | | | | |
| 49 200 00 | 136 21 | 34 00 | 88 25 | 100 00 | 171 13 | 36 94 | 20 12 | 816 55 | 6020 00 | | | | | | | | |
| 50 60 00 | 266 13 | 55 55 | 107 44 | 12 25 | | 157 81 | | 840 58 | 2475 00 | | | | | | | | |
| 51 40 00 | 50 11 | 18 82 | 25 00 | | | 11 20 | 9 54 | 238 67 | 944 50 | | | | | | | | |
| 52 132 50 | 160 00 | 56 42 | 102 20 | 42 50 | | 50 77 | 103 24 | 749 45 | 2253 00 | | | | | | | | |
| 53 | 20 86 | | | | | 2 00 | 51 00 | 90 05 | 237 50 | | | | | | | | |
| 54 65 00 | 147 25 | 39 00 | 31 50 | 8 38 | | 63 89 | 40 58 | 467 22 | 3432 50 | | | | | | | | |
| 55 | 82 55 | 23 70 | | | | 8 22 | | 114 47 | 106 00 | 4 50 | | | | | | | |
| 56 | 4 00 | | 34 20 | | 14 80 | 33 90 | 2 99 | 211 06 | 1133 00 | 125 00 | | | | | | | |

TABLE A.—Receipts, Expenditure, Assets

| INSTITUTES. | | RECEIPTS DURING THE YEAR. | | | | | | | | | |
|------------------------------|--------|---------------------------|----------------|--------------------|------------------|----------------------------|------------------------------|----------------|--------|--------------------------|--|
| | | Balance on hand. | Members' Fees. | Legislative Grant. | Municipal Grant. | Fees from Evening Classes. | Lectures and Entertainments. | Other sources. | Total. | Rent, Light and Heating. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | |
| 57 Hespeler | 94 33 | 63 55 | 181 00 | | 29 30 | | | 57 55 | 425 73 | 70 10 | |
| 58 Ingersoll | 70 40 | 85 25 | 62 00 | 100 00 | | | | 35 00 | 352 65 | 71 32 | |
| 59 Iroquois..... | 3 43 | 30 25 | 174 00 | | | | | 0 50 | 208 18 | 20 00 | |
| 60 Kincardine | 27 57 | 97 40 | 180 00 | 50 00 | 20 00 | 30 00 | | | 404 97 | 62 72 | |
| 61 Kingston | 31 38 | 667 65 | 250 00 | 35 00 | 130 00 | 10 00 | 252 77 | 1376 80 | | 274 64 | |
| 62 Lancaster | 255 64 | 56 25 | | | | | 55 86 | 367 75 | | 16 40 | |
| 63 Lindsay | | 156 00 | 250 00 | 75 00 | | 138 00 | 138 09 | 757 09 | | 182 83 | |
| 64 London | | 504 00 | 250 00 | 500 00 | | | 1968 94 | 3222 94 | | 218 50 | |
| 65 Lucan | 13 78 | 38 25 | 127 00 | | | | 5 69 | 184 72 | | | |
| 66 Markham | 11 04 | 89 75 | 200 00 | 35 00 | | 82 00 | 0 20 | 417 99 | | 49 00 | |
| 67 Meaford..... | 70 36 | 67 25 | 50 00 | 35 00 | | 26 80 | | 249 41 | | 65 00 | |
| 68 Merrickville | 2 97 | 30 00 | 175 00 | | | | | 207 97 | | | |
| 69 Merritton | 28 86 | 19 50 | | | | | | 48 36 | | | |
| 70 Midland | 13 84 | 117 14 | 250 00 | 25 00 | 17 50 | | 39 37 | 462 85 | | 55 66 | |
| 71 Milton | 130 18 | 46 50 | 129 00 | | 18 00 | | 67 78 | 391 46 | | | |
| 72 Mitchell..... | 10 81 | 73 25 | 237 00 | 100 00 | 12 00 | 78 00 | 11 91 | 522 97 | | 88 00 | |
| 73 Mono Road | | 48 00 | 135 00 | | | | | 183 00 | | | |
| 74 Mount Forest | 31 73 | 63 05 | 180 00 | | | 24 20 | | 298 98 | | 40 00 | |
| 75 Napanee | 258 41 | 161 50 | 300 00 | | | | 1 42 | 721 33 | | 60 00 | |
| 76 New Hamburg | 29 14 | 30 50 | 42 00 | | | | | 101 94 | | 17 38 | |
| 77 Newmarket | 64 54 | 38 00 | 25 00 | 40 00 | | 23 35 | 1 25 | 192 14 | | 38 00 | |
| 78 Niagara | | 46 13 | 42 00 | | | 43 35 | 14 68 | 146 16 | | 26 50 | |
| 79 Niagara Falls..... | 119 80 | 46 00 | 225 00 | 300 00 | | | | 690 80 | | 37 50 | |
| 80 Niagara Falls South | | 62 90 | | 75 00 | 27 00 | 17 90 | 30 27 | 213 07 | | 27 25 | |
| 81 Norwich | 15 01 | 83 95 | 129 00 | 25 00 | | 6 79 | 11 74 | 271 49 | | 25 00 | |
| 82 Norwood | 29 84 | 52 00 | 100 00 | | | 16 85 | 5 30 | 203 99 | | 53 43 | |
| 83 Oakville..... | 4 00 | 31 78 | 146 00 | | | | | 181 78 | | 7 00 | |
| 84 Orangeville | | 95 00 | 184 00 | | | | 36 94 | 315 94 | | 60 00 | |
| 85 Orillia | 43 03 | 210 10 | 250 00 | 50 00 | 26 50 | 36 35 | 13 45 | 629 43 | | 140 20 | |
| 86 Owen Sound..... | 225 29 | 230 50 | 250 00 | | 19 00 | | 27 93 | 752 72 | | 18 15 | |
| 87 Paisley | 114 48 | 32 25 | 160 00 | | 23 00 | 53 80 | | 383 53 | | | |
| 88 Paris | 252 70 | 300 95 | 250 00 | 100 00 | | 77 66 | 87 37 | 1068 68 | | 74 95 | |
| 89 Parkdale | 77 01 | 53 00 | 250 00 | 300 00 | | | | 680 01 | | 108 13 | |
| 90 Parkhill | 10 07 | 59 00 | 31 00 | | | | | 100 07 | | 43 00 | |
| 91 Parry Sound | | 90 00 | | | | | | 90 00 | | | |
| 92 Penetanguishene..... | 5 46 | 74 00 | 300 00 | 50 00 | | | 222 00 | 651 46 | | 65 00 | |
| 93 Perth | 13 92 | 142 00 | 250 00 | 99 00 | | 41 70 | 4 70 | 551 32 | | 119 76 | |
| 94 Peterborough | 108 98 | 365 00 | 250 00 | | 20 00 | | 118 35 | 862 33 | | 225 20 | |
| 95 Petrolia | 12 07 | 30 50 | | | 12 00 | | | 54 57 | | | |
| 96 Point Edward | 0 36 | 103 00 | 243 00 | 50 00 | | 2 50 | 89 02 | 487 88 | | 92 75 | |
| 97 Port Colborne | | | | | No Receipts | | | | | | |
| 98 Port Elgin..... | 6 61 | 49 75 | 25 00 | 25 00 | | 42 05 | | 148 41 | | 15 00 | |
| 99 Port Hope | 13 41 | 289 62 | 246 00 | | | | 144 31 | 693 34 | | 123 70 | |
| 100 Port Perry | 6 56 | 18 00 | 25 00 | | | | | 49 56 | | 43 00 | |
| 101 Prescott..... | 36 39 | 100 00 | 200 00 | | | | | 336 39 | | 9 80 | |
| 102 Preston | 36 23 | 71 00 | 250 00 | 200 00 | | | 9 33 | 566 56 | | 60 00 | |
| 103 Renfrew | 45 90 | 94 00 | 233 00 | 25 00 | | 10 00 | 1 50 | 409 40 | | 38 50 | |
| 104 Richmond Hill | 35 51 | 25 00 | 25 00 | | | | 7 90 | 93 41 | | | |
| 105 Ridgeway | 88 61 | 86 50 | 250 00 | 75 00 | | 1 95 | 22 44 | 524 50 | | 73 37 | |
| 106 Scarboro | 11 72 | 67 70 | 139 00 | | 4 00 | | | 222 42 | | 1 00 | |
| 107 Schomberg | 25 00 | 25 00 | | | | | | 50 00 | | 10 00 | |
| 108 Seaforth..... | 330 76 | 386 25 | 250 00 | 100 00 | 44 00 | 245 75 | 33 30 | 1390 06 | | 137 72 | |
| 109 Shelburne | | 109 00 | | | | | 99 30 | 208 30 | | | |
| 110 Smiths Falls | 2 54 | 208 50 | 250 00 | 100 00 | | | 3 67 | 564 71 | | 99 60 | |
| 111 Southampton | | | | 15 00 | | | 255 07 | 270 07 | | | |
| 112 Stouffville | 27 93 | 190 25 | 236 00 | | | | 50 50 | 414 68 | | 42 50 | |

nd Liabilities, etc.—Continued.

| EXPENDITURE DURING THE YEAR. | | | | | | | | | | | | | | | | ASSETS AND LIABILITIES. | |
|------------------------------|----------------------|------------------|-----------------------------|------------------|------------------------------|----------------|------------------|---------|----------|--------------|--|--|--|--|--|-------------------------|--|
| Salaries. | Books (not fiction). | Books (fiction). | Magazines, Newspapers, etc. | Evening Classes. | Lectures and Entertainments. | Miscellaneous. | Balance on hand. | Total. | Assets. | Liabilities. | | | | | | | |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | | | | | | | |
| 57 50 00 | 50 96 | 31 88 | 33 27 | 140 00 | ..... | 27 37 | 22 15 | 425 73 | 1578 50 | ..... |  |  |  |  |  |  |  |
| 58 50 00 | 67 23 | 42 56 | 14 10 | ..... | ..... | 19 02 | 88 42 | 352 65 | 2247 00 | 22 50 | | | | | | | |
| 59 25 11 | 20 00 | 28 70 | ..... | ..... | ..... | 39 25 | 75 12 | 208 18 | 293 50 | ..... |  |  |  |  |  |  |  |
| 60 118 17 | 105 35 | 21 00 | 50 59 | 20 00 | 13 50 | 1 00 | 12 64 | 404 97 | 1809 50 | 140 00 | | | | | | | |
| 61 370 00 | 150 00 | 125 00 | 162 08 | 65 00 | 10 00 | 100 00 | 120 08 | 1376 80 | 3673 50 | 190 00 | | | | | | | |
| 62 241 38 | 29 90 | 15 00 | ..... | ..... | ..... | 59 85 | 5 22 | 367 75 | 1204 00 | 48 00 | | | | | | | |
| 63 68 00 | 180 17 | 5 43 | 170 66 | ..... | 150 00 | ..... | ..... | 757 09 | 1887 00 | 200 00 | | | | | | | |
| 64 325 20 | 36 00 | ..... | 161 68 | ..... | ..... | 2481 56 | ..... | 3222 94 | 29250 00 | 18678 00 | | | | | | | |
| 65 20 00 | 104 46 | 26 17 | ..... | ..... | ..... | 10 40 | 23 69 | 184 72 | 731 50 | ..... |  |  |  |  |  |  |  |
| 66 87 33 | 100 00 | 20 98 | 18 00 | ..... | 71 75 | 6 24 | 64 69 | 417 99 | 1104 50 | 35 00 | | | | | | | |
| 67 29 38 | 25 46 | 3 00 | ..... | ..... | 18 10 | 18 00 | 90 47 | 249 41 | 1630 50 | ..... |  |  |  |  |  |  |  |
| 68 137 68 | 45 00 | ..... | ..... | ..... | ..... | 3 65 | 21 64 | 207 97 | 630 00 | ..... |  |  |  |  |  |  |  |
| 69 25 00 | ..... | ..... | ..... | ..... | ..... | 3 74 | 9 62 | 48 34 | 517 00 | 96 00 | | | | | | | |
| 70 132 00 | 62 86 | 21 30 | 57 97 | 93 95 | 1 00 | 21 17 | 16 94 | 462 85 | 517 00 | 96 00 | | | | | | | |
| 71 62 55 | 154 21 | 1 50 | 52 75 | ..... | ..... | 5 40 | 115 05 | 391 46 | 455 00 | ..... |  |  |  |  |  |  |  |
| 72 106 00 | 71 55 | 10 00 | 96 61 | 19 05 | 57 50 | 29 90 | 44 36 | 522 97 | 3068 00 | 99 00 | | | | | | | |
| 73 80 62 | 28 00 | ..... | ..... | ..... | ..... | ..... | 74 38 | 183 00 | 257 00 | ..... |  |  |  |  |  |  |  |
| 74 20 00 | 94 33 | 20 00 | 15 10 | ..... | 12 52 | 15 19 | 81 84 | 298 98 | 1141 50 | ..... |  |  |  |  |  |  |  |
| 75 93 75 | 146 06 | 33 09 | 50 20 | 25 00 | 6 50 | 61 05 | 245 68 | 721 33 | 1495 50 | ..... |  |  |  |  |  |  |  |
| 76 10 00 | 40 00 | 10 00 | ..... | ..... | ..... | 4 20 | 20 36 | 101 94 | 693 00 | ..... |  |  |  |  |  |  |  |
| 77 15 00 | ..... | ..... | ..... | ..... | ..... | 14 01 | 96 09 | 192 14 | 779 00 | ..... |  |  |  |  |  |  |  |
| 78 40 72 | 2 50 | 30 00 | ..... | ..... | ..... | 5 44 | ..... | 146 16 | 2500 00 | 69 50 | | | | | | | |
| 79 100 00 | 171 65 | 40 00 | 50 65 | ..... | ..... | 185 80 | 105 20 | 690 80 | 3532 50 | ..... |  |  |  |  |  |  |  |
| 80 129 99 | 31 43 | ..... | ..... | ..... | ..... | 14 40 | ..... | 213 07 | 190 00 | 72 00 | | | | | | | |
| 81 96 95 | 55 00 | 22 53 | ..... | ..... | ..... | 21 38 | 23 63 | 271 49 | 780 00 | ..... |  |  |  |  |  |  |  |
| 82 105 00 | 20 40 | 15 40 | ..... | ..... | 9 75 | ..... | ..... | 203 99 | 1236 00 | ..... |  |  |  |  |  |  |  |
| 83 123 62 | 30 00 | ..... | ..... | ..... | ..... | 14 80 | 6 36 | 181 78 | 1616 50 | 50 00 | | | | | | | |
| 84 129 54 | 27 02 | ..... | ..... | ..... | ..... | 85 83 | 13 55 | 315 94 | 2512 00 | ..... |  |  |  |  |  |  |  |
| 85 89 50 | 165 51 | 24 80 | 18 30 | 70 00 | ..... | 114 06 | 7 06 | 629 43 | 3321 09 | 401 00 | | | | | | | |
| 86 72 25 | 165 90 | 41 47 | 66 72 | ..... | ..... | 127 16 | 261 07 | 752 72 | 1334 00 | ..... |  |  |  |  |  |  |  |
| 87 32 50 | 137 39 | 34 00 | ..... | 57 50 | 40 55 | 59 09 | 22 50 | 383 53 | 8772 00 | ..... |  |  |  |  |  |  |  |
| 88 169 00 | 274 62 | 75 15 | 125 30 | ..... | ..... | 77 62 | 272 04 | 1068 68 | 2838 00 | ..... |  |  |  |  |  |  |  |
| 89 180 00 | 116 30 | 35 00 | 64 90 | ..... | ..... | 62 71 | 112 97 | 680 01 | 1088 00 | 16 50 | | | | | | | |
| 90 50 00 | ..... | ..... | ..... | ..... | ..... | ..... | 7 07 | 100 07 | 62 00 | 372 50 | | | | | | | |
| 91 34 00 | 118 95 | 40 00 | 80 00 | 25 00 | ..... | 262 50 | 26 01 | 651 46 | 888 00 | ..... |  |  |  |  |  |  |  |
| 92 92 25 | 119 04 | 48 10 | 61 70 | ..... | 62 65 | 40 28 | 7 54 | 551 32 | 1807 50 | ..... |  |  |  |  |  |  |  |
| 93 156 00 | 239 78 | 30 05 | 77 00 | 50 00 | ..... | 70 13 | 14 17 | 862 33 | 6086 50 | 147 00 | | | | | | | |
| 94 14 25 | ..... | ..... | ..... | 12 00 | ..... | 14 25 | 14 07 | 54 47 | 1064 00 | 19 00 | | | | | | | |
| 95 60 00 | 130 00 | 70 00 | 51 86 | ..... | ..... | 25 90 | 57 37 | 487 88 | 2327 00 | ..... |  |  |  |  |  |  |  |
| 96 60 00 | 130 00 | 70 00 | 51 86 | ..... | ..... | 25 90 | 57 37 | 487 88 | 2327 00 | ..... |  |  |  |  |  |  |  |
| 97 60 00 | 130 00 | 70 00 | 51 86 | ..... | ..... | 25 90 | 57 37 | 487 88 | 2327 00 | ..... |  |  |  |  |  |  |  |
| 98 10 00 | 35 05 | 23 50 | ..... | ..... | 29 70 | 29 77 | 5 39 | 148 41 | 864 00 | 1 00 | | | | | | | |
| 99 173 20 | 159 22 | 53 11 | 137 97 | ..... | ..... | 22 68 | 23 46 | 693 34 | 2098 00 | ..... |  |  |  |  |  |  |  |
| 100 48 00 | 177 52 | 40 00 | ..... | ..... | ..... | 5 40 | 1 16 | 49 56 | 1126 50 | 68 00 | | | | | | | |
| 101 48 00 | 177 52 | 40 00 | ..... | ..... | ..... | ..... | 61 07 | 336 39 | 2330 00 | ..... |  |  |  |  |  |  |  |
| 102 60 00 | 125 87 | 1 50 | 90 61 | ..... | ..... | 200 88 | 27 70 | 566 56 | 4579 50 | ..... |  |  |  |  |  |  |  |
| 103 54 00 | 172 50 | 75 00 | 18 00 | ..... | ..... | 14 90 | 36 50 | 409 40 | 2363 50 | ..... |  |  |  |  |  |  |  |
| 104 16 00 | 17 51 | ..... | ..... | ..... | ..... | 34 33 | 25 57 | 93 41 | 1425 50 | ..... |  |  |  |  |  |  |  |
| 105 85 00 | 176 55 | 30 00 | 54 78 | ..... | ..... | 67 51 | 37 29 | 524 50 | 2147 50 | ..... |  |  |  |  |  |  |  |
| 106 3 00 | 169 05 | 36 29 | ..... | ..... | ..... | 3 30 | 9 78 | 222 42 | 1429 50 | 25 00 | | | | | | | |
| 107 5 00 | 25 00 | ..... | ..... | ..... | ..... | 10 00 | ..... | 50 00 | 505 00 | 10 00 | | | | | | | |
| 108 350 00 | 124 14 | 27 26 | 115 25 | 65 00 | 230 80 | 205 97 | 133 92 | 1390 06 | 4047 00 | 650 00 | | | | | | | |
| 109 135 46 | 44 54 | ..... | ..... | ..... | ..... | ..... | 28 30 | 208 30 | 212 00 | 100 00 | | | | | | | |
| 110 208 96 | 21 53 | 80 01 | ..... | ..... | ..... | 27 80 | 14 81 | 564 71 | 3964 00 | ..... |  |  |  |  |  |  |  |
| 111 207 62 | 28 00 | ..... | ..... | ..... | ..... | 34 45 | ..... | 270 07 | 235 50 | 141 00 | | | | | | | |
| 112 67 00 | 178 00 | 42 00 | 67 89 | ..... | ..... | 14 32 | 2 97 | 414 68 | 1753 00 | ..... |  |  |  |  |  |  |  |

TABLE A.—Receipts, Expenditure, Assets

| INSTITUTES. | RECEIPTS DURING THE YEAR. | | | | | | | | Rent, Light and Heating. |
|-------------------------|---------------------------|----------------|--------------------|------------------|----------------------------|------------------------------|----------------|----------|--------------------------|
| | Balance on hand. | Members' Fees. | Legislative Grant. | Municipal Grant. | Fees from Evening Classes. | Lectures and Entertainments. | Other sources. | Total. | |
| | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | \$ c. |
| 113 Stratford..... | 0 88 | 130 50 | 67 00 | 150 00 | 90 00 | | | 438 38 | 27 11 |
| 114 Strathroy..... | 206 91 | 188 25 | 250 00 | | | 52 50 | 70 64 | 768 30 | 80 73 |
| 115 Streetsville..... | 13 44 | 56 00 | 138 00 | | | | | 207 44 | 40 00 |
| 116 St. Catharines..... | 42 59 | 355 00 | 250 00 | 200 00 | 16 00 | | 9 50 | 873 09 | 137 26 |
| 117 St. George..... | 67 65 | 60 94 | 187 00 | 40 00 | | 59 15 | 76 00 | 490 74 | 97 00 |
| 118 St. Marys..... | | 145 10 | 250 00 | 150 00 | 30 00 | | 51 20 | 626 30 | 150 00 |
| 119 Teeswater..... | 35 06 | 43 60 | 164 00 | | | | 33 15 | 275 81 | |
| 120 Thorndale..... | 14 38 | 27 00 | 18 00 | | | | 0 30 | 59 68 | |
| 121 Thorold..... | 25 97 | 57 00 | | 50 00 | | | | 132 97 | 44 03 |
| 122 Trenton..... | 21 50 | 118 00 | 250 00 | | | 193 16 | 27 29 | 609 95 | 89 05 |
| 123 Tilsonburg..... | | 90 00 | | 24 00 | | | 20 25 | 134 25 | 38 00 |
| 124 Uxbridge..... | 3 58 | 251 35 | 250 00 | | | 130 41 | 189 10 | 824 44 | 346 36 |
| 125 Walkerton..... | 6 68 | 11 75 | 53 00 | | | | | 71 43 | 36 00 |
| 126 Wardsville..... | 0 98 | 18 50 | | | | | 10 00 | 29 48 | |
| 127 Waterdown..... | 68 82 | 14 00 | | | | | | 82 82 | 3 88 |
| 128 Waterford..... | | 42 50 | | | | 25 85 | 13 55 | 81 90 | |
| 129 Waterloo..... | 11 95 | 116 00 | 250 00 | 100 00 | 25 00 | | 151 58 | 654 53 | 14 00 |
| 130 Welland..... | | 93 45 | 219 00 | 100 00 | | | 48 01 | 460 46 | 63 55 |
| 131 Weston..... | | 77 75 | 159 00 | 100 00 | 33 00 | | 31 96 | 401 71 | 85 77 |
| 132 Whitby..... | 142 07 | 77 50 | 78 00 | | | | 1 00 | 298 57 | 84 75 |
| 133 Williamstown..... | | 344 75 | | | | | | 344 75 | |
| 134 Windermere..... | 4 20 | 54 50 | 233 95 | | | 60 50 | 144 40 | 497 55 | 50 00 |
| 135 Wingham..... | 90 49 | 70 75 | 192 00 | 100 00 | | | 499 37 | 952 61 | 92 93 |
| 136 Woodbridge..... | 24 92 | 16 00 | 75 00 | | | 1 00 | 19 00 | 135 92 | 0 90 |
| 137 Woodstock..... | | 365 75 | 250 00 | 100 00 | | | 117 37 | 833 12 | 233 50 |
| 138 Wroxeter..... | 30 79 | 40 60 | 36 00 | | | | 24 00 | 131 39 | 20 00 |
| 139 Wyoming..... | | 97 40 | | | | | | 97 40 | |
| Total..... | 5234 01 | 14970 38 | 20078 95 | 5709 87 | 833 05 | 2979 77 | 7966 92 | 57772 95 | 8613 19 |

and Liabilities, etc.—*Continued.*

| EXPENDITURE DURING THE YEAR. | | | | | | | | | | ASSETS AND LIABILITIES. | |
|------------------------------|----------------------|------------------|-----------------------------|------------------|------------------------------|----------------|------------------|----------|----|-------------------------|--------------|
| Salaries. | Books (not fiction). | Books (fiction). | Magazines, Newspapers, etc. | Evening Classes. | Lectures and Entertainments. | Miscellaneous. | Balance on hand. | Total. | | Assets. | Liabilities. |
| \$ c. | \$ c. | \$ c. | \$ c. | \$ c. | c. | \$ c. | c. | \$ c. | c. | c. | \$ c. |
| 3 84 87 | 152 30 | 46 22 | ..... | 110 00 | ..... | 12 66 | 5 22 | 438 38 | | 3085 00 | 2 50 |
| 4 102 00 | 252 18 | 59 56 | 101 71 | ..... | 14 25 | 22 28 | 135 59 | 768 30 | | 3865 50 | ..... |
| 5 40 00 | ..... | 0 80 | 6 75 | ..... | ..... | 36 74 | 83 15 | 207 44 | | 2186 00 | ..... |
| 6 224 00 | 288 62 | 20 00 | 102 00 | 16 00 | ..... | 67 00 | 18 21 | 873 09 | | 3318 00 | ..... |
| 7 75 00 | 133 56 | 40 00 | 41 19 | ..... | 29 75 | 61 00 | 13 24 | 490 74 | | 2354 00 | ..... |
| 8 140 00 | 120 00 | 30 00 | 54 75 | 75 00 | ..... | 56 55 | ..... | 626 30 | | 3595 00 | 120 00 |
| 9 10 00 | 161 83 | 27 48 | ..... | ..... | 16 15 | 59 20 | 1 15 | 275 81 | | 732 00 | 1 00 |
| 10 20 00 | ..... | ..... | ..... | ..... | ..... | 25 30 | 14 38 | 59 68 | | 214 00 | 47 00 |
| 11 25 00 | ..... | ..... | 25 62 | ..... | ..... | 21 21 | 17 11 | 132 97 | | 3017 00 | ..... |
| 12 120 00 | 145 00 | 65 00 | 75 00 | ..... | ..... | 15 90 | 100 00 | 609 95 | | 755 00 | 70 00 |
| 13 25 00 | 2 50 | ..... | 46 00 | ..... | ..... | 22 75 | ..... | 134 25 | | 300 00 | 20 00 |
| 14 100 00 | 124 93 | 32 72 | 88 60 | ..... | 79 50 | 52 24 | 0 09 | 824 44 | | 5250 00 | 730 00 |
| 15 20 00 | ..... | ..... | ..... | ..... | ..... | ..... | 35 43 | 71 43 | | 1035 00 | ..... |
| 16 20 00 | ..... | ..... | ..... | ..... | ..... | 0 25 | 9 23 | 29 48 | | 1337 50 | ..... |
| 17 20 00 | ..... | ..... | ..... | ..... | ..... | ..... | 78 94 | 82 82 | | 1568 50 | 50 00 |
| 18 50 45 | 10 55 | ..... | ..... | ..... | 11 70 | 9 20 | ..... | 81 90 | | 63 00 | 13 50 |
| 19 112 62 | 266 96 | 39 16 | 77 45 | 63 00 | ..... | 58 19 | 23 15 | 654 53 | | 2864 50 | ..... |
| 20 110 06 | 83 00 | 100 40 | 43 65 | ..... | 43 30 | 16 50 | ..... | 460 46 | | 2593 50 | 34 00 |
| 21 41 66 | 130 00 | 21 98 | 46 75 | 23 80 | ..... | 51 75 | ..... | 401 71 | | 590 00 | 30 00 |
| 22 31 50 | 84 19 | 35 81 | 20 47 | ..... | ..... | 2 35 | 39 50 | 298 57 | | 1729 50 | ..... |
| 23 150 21 | 18 00 | 65 89 | ..... | ..... | ..... | 74 53 | 36 12 | 344 75 | | 324 50 | 49 50 |
| 24 35 00 | 70 00 | ..... | 67 85 | ..... | 25 50 | 64 00 | 185 20 | 497 55 | | 1051 00 | 156 00 |
| 25 50 00 | 162 97 | 42 98 | 66 28 | ..... | ..... | 25 25 | 512 20 | 952 61 | | 647 00 | ..... |
| 26 10 00 | ..... | ..... | ..... | ..... | ..... | 18 33 | 106 69 | 135 92 | | 1165 00 | 262 50 |
| 27 144 00 | 91 32 | 39 90 | 79 50 | ..... | ..... | 244 90 | ..... | 833 12 | | 3500 00 | 111 00 |
| 28 93 47 | ..... | ..... | ..... | ..... | ..... | ..... | 17 92 | 131 39 | | 1430 00 | ..... |
| 29 45 00 | 10 00 | ..... | ..... | ..... | ..... | 20 31 | 22 09 | 97 40 | | 186 00 | 100 00 |
| 7769 98 | 14020 82 | 3636 88 | 5467 27 | 1434 92 | 1943 34 | 8684 32 | 6202 23 | 57772 95 | | 258563 50 | 25161 50 |

TABLE B.—Membership, Libraries and Reading

| INSTITUTES. | Number of Members. | NUMBER OF VOLUMES IN LIBRARY. | | | | | | | | | | Total Number of Volumes. |
|------------------------|--------------------|-------------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | |
| 1 Ailsa Craig..... | 81 | 198 | 256 | 147 | 473 | 58 | 50 | 138 | 193 | 111 | 25 | 164 |
| 2 Almonte..... | 116 | 74 | 143 | 175 | 108 | 87 | 21 | 116 | 115 | 57 | 43 | 93 |
| 3 Alton..... | 51 | 55 | 254 | 106 | 238 | ... | 29 | ... | 47 | 62 | 35 | 82 |
| 4 Arkona..... | 120 | 27 | 207 | 44 | 156 | 9 | 30 | 68 | 89 | 51 | 33 | 71 |
| 5 Arnprior..... | 115 | 17 | 162 | 61 | 125 | 340 | 85 | 2 | 45 | 18 | 31 | 88 |
| 6 Arthur..... | 105 | 85 | 378 | 87 | 270 | 48 | 40 | 83 | 78 | 87 | 10 | 116 |
| 7 Aylmer..... | 160 | 162 | 385 | 180 | 419 | 34 | 86 | ... | 198 | 119 | 116 | 169 |
| 8 Ayr..... | 134 | 339 | 827 | 339 | 633 | ... | 86 | 122 | 247 | 286 | 39 | 291 |
| 9 Aurora..... | 134 | 84 | 162 | 102 | 160 | ... | 25 | ... | 79 | 76 | 15 | 70 |
| 10 Barrie..... | 290 | 357 | 993 | 361 | 291 | 137 | 94 | 80 | 311 | 401 | 55 | 308 |
| 11 Beamsville..... | 125 | 12 | 58 | 21 | ... | ... | 23 | ... | 18 | 21 | 3 | 15 |
| 12 Beeton..... | 53 | 24 | 99 | 52 | 39 | ... | 16 | 22 | 7 | 11 | 6 | 27 |
| 13 Belleville..... | 243 | 75 | 842 | 202 | 244 | 164 | 37 | 94 | 138 | 180 | 309 | 228 |
| 14 Belmont..... | 100 | 19 | 56 | 19 | 27 | ... | 2 | ... | 9 | 9 | 1 | 14 |
| 15 Blyth..... | 21 | 77 | 100 | 93 | 393 | 12 | 21 | 50 | 72 | 70 | 25 | 91 |
| 16 Bolton..... | 63 | 55 | 200 | 79 | 50 | 16 | 36 | 57 | 50 | 50 | 37 | 63 |
| 17 Bowmanville..... | 74 | 91 | 488 | 140 | 190 | 83 | 30 | 270 | 90 | 151 | 22 | 155 |
| 18 Bracebridge..... | 55 | 77 | 327 | 119 | 184 | ... | 65 | 65 | 107 | 84 | ... | 102 |
| 19 Brampton..... | 221 | 123 | 254 | 163 | 271 | 37 | 41 | 40 | 180 | 283 | 76 | 146 |
| 20 Brighton..... | 105 | 100 | 345 | 147 | 171 | 59 | 41 | 35 | 138 | 110 | 42 | 118 |
| 21 Brockville..... | 250 | 164 | 461 | 145 | 172 | 85 | 43 | 24 | 113 | 73 | 50 | 133 |
| 22 Brussels..... | 54 | 187 | 108 | 117 | 162 | ... | 28 | 38 | 179 | 81 | 66 | 96 |
| 23 Caledon..... | 50 | 51 | 184 | 78 | 166 | 4 | 20 | 31 | 44 | 14 | 6 | 58 |
| 24 Caledonia..... | 59 | 48 | 319 | 54 | 313 | 75 | 14 | 44 | 45 | 40 | 5 | 95 |
| 25 Campbellford..... | 76 | 175 | 398 | 280 | 314 | 14 | 40 | 70 | 346 | 77 | 31 | 174 |
| 26 Carleton Place..... | 206 | 20 | 179 | 29 | 15 | ... | 17 | 1 | 91 | 73 | 16 | 44 |
| 27 Chatham..... | 273 | 257 | 859 | 359 | 324 | 65 | 91 | 44 | 221 | 128 | 56 | 240 |
| 28 Cheltenham..... | 55 | 90 | 127 | 74 | 174 | 53 | 24 | 33 | 76 | 56 | ... | 70 |
| 29 Clarksburg..... | 13 | 32 | 136 | 29 | 51 | ... | 16 | 29 | 34 | 25 | 19 | 37 |
| 30 Claude..... | 59 | 92 | 186 | 113 | 238 | 36 | 26 | 30 | 114 | 80 | 16 | 91 |
| 31 Clifford..... | 50 | 57 | 100 | 57 | 70 | 20 | 48 | 14 | 15 | 3 | 30 | 41 |
| 32 Clinton..... | 221 | 185 | 520 | 260 | 135 | 190 | 75 | 50 | 210 | 155 | 60 | 184 |
| 33 Cobourg..... | 122 | 88 | 19 | 167 | 129 | 6 | 19 | 15 | 201 | 29 | 8 | 68 |
| 34 Colborne..... | 56 | 61 | 718 | 96 | 224 | 36 | 71 | ... | 68 | 66 | ... | 134 |
| 35 Collingwood..... | 126 | 455 | 816 | 638 | 866 | 368 | 187 | 128 | 670 | 512 | 317 | 495 |
| 36 Deseronto..... | 54 | 18 | 120 | 59 | 71 | ... | 30 | ... | 18 | 14 | 32 | 36 |
| 37 Dresden..... | 51 | 12 | 68 | 26 | 18 | 8 | 2 | 13 | 9 | 13 | 1 | 17 |
| 38 Drayton..... | 130 | 64 | 249 | 60 | 174 | 53 | 39 | 24 | 90 | 49 | 17 | 81 |
| 39 Dundas..... | 182 | 418 | 980 | 608 | 486 | 480 | 325 | 16 | 730 | 762 | 424 | 522 |
| 40 Dunnville..... | 62 | 137 | 441 | 168 | 333 | 24 | 18 | 8 | 74 | 105 | 53 | 136 |
| 41 Durham..... | 75 | 247 | 544 | 141 | 309 | ... | 12 | ... | 227 | 142 | 46 | 166 |
| 42 Elora..... | 154 | 593 | 1295 | 565 | 983 | 525 | 178 | 158 | 1250 | 662 | 189 | 638 |
| 43 Embro..... | 85 | 244 | 500 | 312 | 319 | 6 | 54 | ... | 79 | 51 | 39 | 160 |
| 44 Ennotville..... | 51 | 153 | 230 | 126 | 130 | 136 | 41 | 140 | 171 | 73 | 52 | 126 |
| 45 Essex Centre..... | 42 | 67 | 67 | 27 | 40 | 1 | 28 | 7 | 58 | 25 | 10 | 33 |
| 46 Exeter..... | 77 | 114 | 533 | 140 | 264 | 37 | 79 | 95 | 143 | 150 | 78 | 163 |
| 47 Fenelon Falls..... | 109 | 37 | 483 | 187 | 119 | ... | 28 | 45 | 127 | 104 | 37 | 116 |
| 48 Fergus..... | 120 | 254 | 367 | 444 | 151 | 322 | 98 | 209 | 425 | 251 | 82 | 260 |

Rooms in Mechanics' Institutes, 1886-7.

| NUMBER OF VOLUMES ISSUED. | | | | | | | | | | | READING ROOM. | |
|---------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|------------------------|-----------------------|
| Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total Number of Volumes. | Number of Periodicals. | Number of Newspapers. |
| 1 67 | 692 | 65 | 454 | 253 | 36 | 64 | 93 | 105 | ..... | 1829 | 4 | 10 |
| 2 31 | 522 | 86 | 150 | 23 | 5 | 8 | 58 | 73 | ..... | 956 | 11 | 10 |
| 3 45 | 764 | 92 | 325 | ..... | 23 | ..... | 51 | 243 | 15 | 1558 | ..... | ..... |
| 4 30 | 350 | 75 | 200 | 40 | 40 | 70 | 80 | 60 | ..... | 945 | 8 | 11 |
| 5 19 | 529 | 49 | 217 | 272 | 22 | ..... | 17 | 101 | ..... | 1226 | 9 | 13 |
| 6 97 | 702 | 114 | 346 | 57 | 31 | 45 | 27 | 103 | 12 | 1534 | ..... | ..... |
| 7 119 | 2029 | 84 | 220 | 70 | 49 | ..... | 205 | 185 | 20 | 2981 | 10 | 2 |
| 8 143 | 1817 | 66 | 270 | 260 | 23 | 27 | 76 | 160 | 13 | 2855 | 11 | 11 |
| 9 67 | 1169 | 102 | 89 | ..... | 12 | ..... | 49 | 91 | 1 | 1580 | ..... | ..... |
| 10 192 | 3865 | 313 | 176 | 590 | 70 | 145 | 218 | 1920 | ..... | 7489 | 21 | 12 |
| 11 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 3 | 12 |
| 12 1 | 5 | ..... | 2 | ..... | ..... | 2 | ..... | 2 | ..... | 12 | ..... | ..... |
| 13 195 | 2837 | 862 | 1504 | 496 | 154 | 128 | 498 | 439 | ..... | 7113 | 9 | 27 |
| 14 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 400 | ..... | ..... |
| 15 17 | 113 | 33 | 134 | ..... | 2 | 15 | 15 | 29 | ..... | 358 | 2 | ..... |
| 16 40 | 400 | 60 | 40 | 600 | 20 | 125 | 20 | 125 | 27 | 1457 | ..... | ..... |
| 17 27 | 877 | 47 | 73 | 10 | 7 | 484 | 17 | 163 | 3 | 1708 | ..... | ..... |
| 18 53 | 259 | 24 | 39 | ..... | 8 | 5 | 28 | 41 | 11 | 468 | ..... | ..... |
| 19 114 | 2988 | 122 | 190 | 115 | 30 | 19 | 52 | 694 | 28 | 4352 | 8 | 18 |
| 20 17 | 1223 | 30 | 76 | 69 | 15 | 16 | 51 | 76 | 3 | 1576 | 15 | 5 |
| 21 200 | 2097 | 310 | 672 | 250 | 150 | 195 | 300 | 382 | 296 | 4852 | 42 | 35 |
| 22 58 | 392 | 68 | 88 | ..... | 52 | 11 | 43 | 86 | ..... | 798 | 4 | ..... |
| 23 27 | 282 | 24 | 74 | 25 | ..... | 9 | 20 | 10 | 27 | 498 | 3 | ..... |
| 24 17 | 596 | 23 | 225 | 31 | 45 | 9 | 45 | 59 | 10 | 1060 | ..... | ..... |
| 25 36 | 730 | 65 | 72 | 800 | 20 | 4 | 19 | 7 | ..... | 1753 | 9 | 11 |
| 26 54 | 1268 | 82 | 218 | ..... | 35 | ..... | 109 | 110 | ..... | 1876 | 10 | 12 |
| 27 235 | 4617 | 280 | 325 | ..... | 75 | 40 | 300 | 450 | ..... | 6322 | 14 | 13 |
| 28 33 | 209 | 45 | 115 | 68 | 11 | 23 | 42 | 55 | ..... | 601 | ..... | ..... |
| 29 25 | 181 | 30 | 113 | ..... | 14 | ..... | 23 | ..... | ..... | 386 | ..... | ..... |
| 30 7 | 169 | 21 | 66 | 57 | 6 | 6 | 10 | 15 | 2 | 359 | ..... | ..... |
| 31 15 | 120 | 50 | 30 | 5 | 13 | 12 | 8 | 5 | 7 | 265 | ..... | ..... |
| 32 522 | 1269 | 460 | 700 | 1845 | 217 | 166 | 344 | 759 | 115 | 6397 | 23 | 9 |
| 33 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 34 25 | 963 | 77 | 116 | 51 | 12 | ..... | 36 | 86 | ..... | 1366 | ..... | ..... |
| 35 287 | 1327 | 426 | 784 | 237 | 213 | 231 | 432 | 573 | 231 | 4741 | 14 | 10 |
| 36 22 | 1061 | 63 | 590 | ..... | 32 | ..... | 56 | 72 | 7 | 1903 | 2 | 40 |
| 37 5 | 88 | 14 | 4 | 11 | 2 | ..... | 3 | 15 | 1 | 143 | 3 | 12 |
| 38 25 | 451 | 39 | 72 | 93 | 16 | 13 | 24 | 26 | ..... | 759 | 9 | 9 |
| 39 126 | 968 | 102 | 61 | 23 | 46 | 4 | 131 | 613 | 582 | 2656 | 9 | 8 |
| 40 17 | 650 | 143 | 212 | 41 | 36 | 28 | 75 | 211 | ..... | 1413 | ..... | ..... |
| 41 136 | 1461 | 116 | 208 | ..... | 48 | ..... | 50 | 632 | 30 | 2681 | ..... | ..... |
| 42 64 | 2108 | 60 | 110 | 750 | 44 | 14 | 138 | 229 | ..... | 3517 | 13 | 12 |
| 43 386 | 570 | 480 | 170 | 15 | 85 | ..... | 76 | 108 | 20 | 1910 | 10 | 10 |
| 44 21 | 620 | 19 | 30 | 154 | 8 | 28 | 15 | 48 | 2 | 945 | ..... | ..... |
| 45 29 | 147 | 30 | 26 | 3 | 8 | 5 | 35 | 12 | 6 | 301 | 4 | 8 |
| 46 82 | 952 | 13 | 214 | 25 | 27 | 43 | 40 | 213 | 41 | 1650 | 2 | 4 |
| 47 47 | 1657 | 92 | 62 | ..... | 10 | 31 | 75 | 327 | ..... | 2301 | 14 | 21 |
| 48 170 | 1858 | 167 | 221 | 319 | 115 | 20 | 204 | 418 | 5 | 3497 | 10 | 14 |

TABLE B.—Membership, Libraries and Reading

| INSTITUTES. | Number of Members. | NUMBER OF VOLUMES IN LIBRARY. | | | | | | | | | | Total Number of Volumes. |
|-------------------------------|--------------------|-------------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | |
| 49 Galt | 345 | 303 | 772 | 363 | 628 | 522 | 149 | 167 | 487 | 304 | 227 | 3922 |
| 50 Garden Island | 122 | 149 | 443 | 445 | 267 | 19 | 140 | 29 | 891 | 446 | 92 | 2921 |
| 51 Georgetown | 116 | 40 | 795 | 72 | 295 | 12 | 26 | 32 | 53 | 6 | 1331 | |
| 52 Goderich | 102 | 222 | 511 | 265 | 308 | 82 | 80 | 97 | 255 | 170 | 30 | 2020 |
| 53 Gravenhurst | 32 | 30 | 71 | 17 | 34 | 203 | 6 | 18 | 24 | 16 | 9 | 428 |
| 54 Grimsby | 112 | 161 | 726 | 189 | 715 | 70 | 56 | 33 | 421 | 357 | 53 | 2781 |
| 55 Hastings | 103 | 13 | 52 | 30 | 7 | 18 | 3 | 9 | 2 | 134 | | |
| 56 Harriston | 125 | 123 | 500 | 157 | 316 | 300 | 85 | 164 | 368 | 168 | 40 | 2221 |
| 57 Hespeler | 49 | 191 | 427 | 185 | 477 | 19 | 73 | 214 | 110 | 79 | 1775 | |
| 58 Ingersoll | 100 | 223 | 582 | 204 | 409 | 30 | 54 | 128 | 161 | 16 | 1807 | |
| 59 Iroquois | 36 | 2 | 81 | 41 | 53 | 66 | 9 | 1 | 20 | 14 | 2 | 289 |
| 60 Kincardine | 167 | 155 | 557 | 163 | 343 | 403 | 89 | 93 | 217 | 116 | 109 | 2245 |
| 61 Kingston | 349 | 370 | 1860 | 660 | 200 | 725 | 70 | 180 | 396 | 300 | 194 | 4955 |
| 62 Lancaster | 97 | 37 | 74 | 89 | 82 | 19 | 93 | 41 | 15 | 450 | | |
| 63 Lindsay | 131 | 108 | 395 | 262 | 214 | 57 | 182 | 164 | 65 | 1447 | | |
| 64 London | 364 | 251 | 950 | 273 | 796 | 392 | 115 | 172 | 281 | 186 | 168 | 3584 |
| 65 Lucan | 60 | 56 | 200 | 102 | 133 | 100 | 38 | 55 | 50 | 62 | 24 | 820 |
| 66 Markham | 60 | 130 | 255 | 121 | 95 | 15 | 36 | 23 | 267 | 110 | 14 | 1066 |
| 67 Meaford | 107 | 81 | 365 | 102 | 220 | 1 | 40 | 75 | 70 | 41 | 995 | |
| 68 Merrickville | 60 | 113 | 174 | 118 | 314 | 61 | 23 | 75 | 63 | 67 | 21 | 1029 |
| 69 Merriton | 3 | | | | | | | | | | | 345 |
| 70 Midland | 115 | 59 | 185 | 57 | 98 | 5 | 30 | 72 | 65 | 55 | 16 | 642 |
| 71 Milton | 111 | 268 | 575 | 409 | 594 | 498 | 106 | 11 | 509 | 295 | 56 | 3321 |
| 72 Mitchell | 166 | 150 | 366 | 287 | 525 | 239 | 30 | 47 | 69 | 191 | 118 | 2022 |
| 73 Mono Road | 48 | 38 | 105 | 16 | 65 | 6 | 11 | 14 | 54 | 10 | 319 | |
| 74 Mount Forest | 124 | 122 | 203 | 150 | 159 | 43 | 34 | 94 | 72 | 21 | 898 | |
| 75 Napanee | 161 | 184 | 452 | 178 | 241 | 151 | 273 | 6 | 1485 | | | |
| 76 New Hamburg | 51 | 51 | 231 | 39 | 196 | 19 | 16 | 11 | 563 | | | |
| 77 Newmarket | 50 | 63 | 270 | 96 | 194 | 21 | 33 | 23 | 54 | 123 | 14 | 891 |
| 78 Niagara | 53 | 355 | 562 | 452 | 100 | 175 | 171 | 425 | 300 | 275 | 100 | 2915 |
| 79 Niagara Falls | 184 | 250 | 825 | 325 | 530 | 123 | 360 | 200 | 50 | 2663 | | |
| 80 Niagara Falls, South | 105 | 26 | 60 | 36 | 28 | 10 | 21 | 14 | 26 | 13 | 5 | 239 |
| 81 Norwich | 84 | 95 | 551 | 111 | 248 | 71 | 36 | 108 | 88 | 95 | 41 | 1444 |
| 82 Norwood | 50 | 31 | 365 | 56 | 203 | 24 | 108 | 75 | 88 | 950 | | |
| 83 Oakville | 51 | 168 | 180 | 158 | 301 | 10 | 69 | 130 | 112 | 150 | 44 | 1322 |
| 84 Orangeville | 120 | 121 | 609 | 127 | 278 | 39 | 58 | 84 | 83 | 32 | 1431 | |
| 85 Orillia | 217 | 148 | 568 | 202 | 277 | 20 | 71 | 35 | 285 | 254 | 29 | 1889 |
| 86 Owen Sound | 238 | 180 | 730 | 318 | 265 | 78 | 65 | 172 | 155 | 54 | 2017 | |
| 87 Paisley | 111 | 84 | 360 | 100 | 302 | 100 | 215 | 205 | 107 | 73 | 1546 | |
| 88 Paris | 254 | 437 | 824 | 544 | 656 | 333 | 220 | 282 | 481 | 394 | 233 | 4404 |
| 89 Parkdale | 106 | 58 | 712 | 70 | 299 | 114 | 27 | 18 | 75 | 62 | 40 | 1475 |
| 90 Parkhill | 111 | 82 | 125 | 174 | 75 | 89 | 43 | 71 | 175 | 69 | 30 | 933 |
| 91 Parry Sound | 101 | | | | | | | | | | | |
| 92 Penetanguishene | 127 | 207 | 362 | 199 | 150 | 229 | 39 | 48 | 94 | 156 | 26 | 1510 |
| 93 Perth | 137 | 227 | 459 | 268 | 658 | 43 | 80 | 174 | 229 | 25 | 2163 | |
| 94 Peterborough | 336 | 437 | 780 | 333 | 2299 | 118 | 127 | 211 | 508 | 362 | 198 | 5373 |

Rooms in Mechanics' Institutes, 1886-7.—Continued.

| NUMBER OF VOLUMES ISSUED. | | | | | | | | | | | READING ROOM. | | |
|---------------------------|-------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|------------------------|-----------------------|
| Biography. | | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total Number of Volumes. | Number of Periodicals. | Number of Newspapers. |
| 49 | 236 | 5014 | 223 | 680 | 1190 | 135 | 80 | 265 | 644 | 4 | 8471 | 35 | 10 |
| 50 | 150 | 544 | 335 | 118 | 15 | 45 | 10 | 358 | 271 | 5 | 1851 | 11 | 20 |
| 51 | 40 | 795 | 72 | 295 | ..... | 12 | 26 | 32 | 53 | 6 | 1331 | 3 | 8 |
| 52 | 54 | 1062 | 78 | 100 | 33 | 23 | 58 | 92 | 270 | ..... | 1770 | 18 | 13 |
| 53 | 19 | 139 | 9 | 13 | 4 | 2 | 3 | 5 | 7 | ..... | 201 | ..... | ..... |
| 54 | 66 | 2230 | 138 | 903 | 1364 | 23 | 36 | 122 | 282 | ..... | 5164 | 8 | 6 |
| 55 | 3 | 23 | 5 | ..... | ..... | 9 | ..... | 1 | ..... | ..... | 41 | ..... | ..... |
| 56 | 290 | 663 | 341 | 460 | 1285 | 72 | 123 | 295 | 796 | 4 | 4329 | 2 | 12 |
| 57 | 50 | 1500 | 75 | 750 | 1113 | 49 | ..... | 61 | 325 | ..... | 3923 | 19 | 1 |
| 58 | 62 | 1784 | 104 | 214 | 1493 | 16 | ..... | 50 | 148 | ..... | 3871 | 10 | ..... |
| 59 | 3 | 224 | 23 | 94 | 150 | 9 | ..... | 23 | 8 | ..... | 534 | ..... | ..... |
| 60 | 103 | 2283 | 128 | 346 | 2421 | 54 | 28 | 108 | 232 | 13 | 5716 | 25 | 5 |
| 61 | 120 | 5580 | 284 | 345 | 4050 | 54 | 80 | 92 | 510 | 85 | 11200 | 28 | 15 |
| 62 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 300 | 1 | 5 |
| 63 | 135 | 1875 | 300 | 250 | ..... | 80 | ..... | 200 | 200 | ..... | 3040 | 21 | 15 |
| 64 | 119 | 4402 | 214 | 375 | 80 | 78 | 102 | 95 | 537 | ..... | 6002 | 18 | 32 |
| 65 | 135 | 245 | 147 | 100 | 10 | 50 | 160 | 45 | 110 | 20 | 1022 | ..... | ..... |
| 66 | 60 | 547 | 37 | 61 | 43 | 3 | 2 | 71 | 204 | ..... | 1028 | ..... | ..... |
| 67 | 14 | 1305 | 36 | 63 | 100 | 11 | ..... | 18 | 41 | 6 | 1594 | ..... | ..... |
| 68 | 65 | 325 | 72 | 27 | 48 | 25 | 45 | ..... | 28 | 15 | 650 | ..... | ..... |
| 69 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |
| 70 | 101 | 894 | 98 | 65 | 15 | 25 | 295 | 31 | 258 | ..... | 1782 | 7 | 8 |
| 71 | 48 | 792 | 126 | 1246 | 24 | 78 | ..... | 54 | 138 | ..... | 2506 | 3 | 9 |
| 72 | 83 | 1245 | 176 | 647 | 110 | 31 | 22 | 46 | 205 | ..... | 2565 | 11 | 8 |
| 73 | 20 | 320 | 15 | 60 | ..... | 3 | 5 | 10 | 40 | ..... | 473 | ..... | ..... |
| 74 | 43 | 845 | 28 | 79 | ..... | 39 | 35 | 63 | 417 | 3 | 1552 | ..... | 19 |
| 75 | 481 | 4075 | ..... | ..... | 383 | ..... | ..... | 150 | 2660 | ..... | 7749 | 6 | 12 |
| 76 | 20 | 117 | 17 | 62 | ..... | ..... | ..... | 32 | ..... | ..... | 248 | ..... | ..... |
| 77 | 18 | 293 | 15 | 51 | 55 | 8 | 13 | 15 | 89 | 1 | 558 | ..... | ..... |
| 78 | 351 | 992 | 212 | 450 | 1659 | 550 | 131 | 108 | 538 | 20 | 5011 | 7 | 3 |
| 79 | 73 | 1967 | 181 | 138 | ..... | 19 | ..... | 72 | 84 | ..... | 2534 | 9 | 4 |
| 80 | 12 | 95 | 19 | 16 | 11 | 3 | 3 | 14 | 40 | 3 | 216 | ..... | ..... |
| 81 | 44 | 1383 | 71 | 103 | 221 | 21 | 17 | 19 | 65 | ..... | 1944 | ..... | ..... |
| 82 | 43 | 1001 | 72 | 204 | ..... | 19 | 71 | 33 | 143 | ..... | 1586 | ..... | 5 |
| 83 | 50 | 354 | 63 | 83 | 18 | 37 | 33 | 28 | 116 | 20 | 802 | ..... | ..... |
| 84 | 27 | 982 | 49 | 328 | ..... | 15 | 21 | 43 | 224 | 92 | 1781 | ..... | ..... |
| 85 | 78 | 2128 | 174 | 180 | 114 | 99 | 37 | 213 | 985 | ..... | 4008 | 13 | 9 |
| 86 | 150 | 5697 | 255 | 458 | ..... | 88 | 74 | 186 | 457 | ..... | 7365 | 4 | 26 |
| 87 | 452 | 1055 | 453 | 603 | ..... | ..... | 150 | 151 | 152 | ..... | 3016 | ..... | ..... |
| 88 | 162 | 3209 | 160 | 420 | 333 | 55 | 78 | 156 | 239 | ..... | 4812 | 18 | 27 |
| 89 | 80 | 1432 | 160 | 339 | 361 | 80 | 65 | 70 | 80 | 60 | 2727 | 10 | 10 |
| 90 | 53 | 205 | 56 | 77 | 2 | 13 | 18 | 58 | 55 | ..... | 537 | ..... | ..... |
| 91 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | 7 | 19 |
| 92 | 189 | 400 | 190 | 135 | 100 | 35 | 30 | 90 | 155 | 26 | 1350 | 13 | 50 |
| 93 | 182 | 2954 | 308 | 1315 | 105 | 57 | ..... | 115 | 1095 | 9 | 6140 | 8 | 11 |
| 94 | 166 | 2578 | 257 | 3391 | 129 | 71 | 89 | 243 | 363 | ..... | 7287 | 27 | 14 |

TABLE B.—Membership, Libraries and Reading

| INSTITUTES. | Number of Members. | NUMBER OF VOLUMES IN LIBRARY. | | | | | | | | | | Total Number of Volumes. |
|--------------------------|--------------------|-------------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|
| | | Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | |
| 95 Petrolea | 25 | 70 | 360 | 60 | 140 | ..... | 45 | ..... | 90 | 55 | 20 | 840 |
| 96 Point Edward | 136 | 154 | 560 | 212 | 302 | ..... | 48 | 18 | 228 | 166 | 25 | 1713 |
| 97 Port Colborne | 25 | 60 | 350 | 50 | 20 | ..... | 60 | 35 | 60 | 85 | 17 | 737 |
| 98 Port Elgin | 82 | 205 | 256 | 177 | 365 | 15 | 76 | 55 | 208 | 152 | 44 | 1553 |
| 99 Port Hope | 154 | 272 | 941 | 553 | 293 | 3 | 40 | 5 | 179 | 212 | 65 | 2563 |
| 100 Port Perry | 35 | 159 | 213 | 14 | 147 | 45 | 55 | 71 | 146 | 35 | 28 | 913 |
| 101 Prescott | 100 | 266 | 622 | 205 | 384 | ..... | 88 | 54 | 150 | 308 | 28 | 2105 |
| 102 Preston | 107 | 453 | 410 | 427 | ..... | 129 | 789 | ..... | 1108 | 572 | 90 | 3978 |
| 103 Renfrew | 94 | 182 | 554 | 227 | 340 | 26 | 80 | ..... | 208 | 92 | 5 | 1714 |
| 104 Richmond Hill | 53 | 66 | 171 | 95 | 419 | 225 | 35 | 12 | 55 | 31 | 57 | 1164 |
| 105 Ridgetown | 51 | 89 | 950 | 197 | 362 | 247 | 171 | 45 | 312 | 110 | 41 | 2524 |
| 106 Scarboro' | 59 | 229 | 440 | 257 | 208 | 133 | 58 | 333 | 220 | 251 | 34 | 2163 |
| 107 Schomberg | 25 | ..... | ..... | ..... | 230 | ..... | ..... | ..... | ..... | ..... | ..... | 462 |
| 108 Seaforth | 401 | 301 | 883 | 385 | 230 | 240 | 67 | 124 | 356 | 178 | 278 | 3042 |
| 109 Shelburne | 111 | 24 | 95 | 30 | 57 | ..... | 7 | 29 | 23 | 19 | ..... | 284 |
| 110 Smith's Falls | 205 | 237 | 447 | 154 | 726 | 136 | 63 | 145 | 686 | 244 | 187 | 3025 |
| 111 Southampton | 105 | 58 | 57 | 75 | 250 | ..... | 21 | 9 | 47 | 29 | 4 | 550 |
| 112 Stouffville | 107 | 98 | 345 | 105 | 306 | 16 | 43 | 110 | 202 | 126 | 56 | 1407 |
| 113 Stratford | 105 | 199 | 1250 | 308 | 1000 | 390 | 130 | 45 | 305 | 300 | 44 | 3971 |
| 114 Strathroy | 359 | 188 | 915 | 340 | 336 | 203 | 79 | 103 | 240 | 182 | 81 | 2667 |
| 115 Streetsville | 105 | 223 | 503 | 236 | 151 | 31 | 217 | 77 | 298 | 153 | 46 | 1935 |
| 116 St. Catharines | 345 | 552 | 1577 | 553 | 699 | 411 | 179 | 259 | 536 | 634 | 123 | 5523 |
| 117 St. George | 73 | 131 | 799 | 213 | 169 | 58 | 41 | 67 | 114 | 177 | 50 | 1819 |
| 118 St. Mary's | 161 | 400 | 750 | 480 | 1000 | 60 | 200 | 320 | 470 | 370 | 140 | 4190 |
| 119 Teeswater | 50 | 119 | 288 | 124 | 85 | 3 | 25 | 28 | 75 | 72 | 44 | 863 |
| 120 Thorndale | 54 | 30 | 128 | 31 | 65 | ..... | 14 | 28 | 15 | 12 | ..... | 323 |
| 121 Thorold | 137 | 227 | 736 | 375 | 397 | 173 | 63 | ..... | 277 | 912 | 42 | 3202 |
| 122 Trenton | 80 | 48 | 245 | 86 | 144 | ..... | 35 | ..... | 84 | 73 | 15 | 730 |
| 123 Tilsonburg | 102 | 21 | 250 | 33 | 50 | 3 | 24 | 2 | 50 | 45 | 29 | 507 |
| 124 Uxbridge | 182 | 392 | 1450 | 309 | 317 | 139 | 82 | 167 | 437 | 360 | 174 | 3827 |
| 125 Walkerton | 13 | 44 | 300 | 86 | 287 | ..... | 27 | ..... | 92 | 66 | ..... | 902 |
| 126 Wardsville | 15 | 150 | 207 | 237 | 418 | ..... | 136 | ..... | 177 | 155 | 100 | 1580 |
| 127 Waterdown | 14 | 75 | 75 | 300 | 300 | 120 | 110 | 75 | 120 | 100 | 100 | 1375 |
| 128 Waterford | 53 | 12 | 20 | 5 | 22 | ..... | 3 | 6 | 8 | 7 | 2 | 85 |
| 129 Waterloo | 116 | 135 | 940 | 272 | 1191 | 341 | 182 | 82 | 214 | 236 | 59 | 3652 |
| 130 Welland | 96 | 230 | 946 | 210 | 87 | 29 | 80 | 73 | 372 | 135 | 45 | 2207 |
| 131 Weston | 102 | 38 | 142 | 63 | 113 | ..... | 16 | 62 | 75 | 36 | 46 | 591 |
| 132 Whitby | 105 | 128 | 640 | 202 | 206 | 68 | 23 | ..... | 183 | 217 | 28 | 1695 |
| 133 Williamstown | 172 | 13 | 20 | 66 | 21 | ..... | 14 | ..... | 3 | 3 | 3 | 143 |
| 134 Windermere | 104 | 44 | 102 | 56 | 30 | 22 | 4 | 74 | 3 | 36 | 130 | 501 |
| 135 Wingham | 102 | 14 | 60 | 7 | ..... | ..... | 17 | 11 | 3 | 15 | ..... | 127 |
| 136 Woodbridge | 16 | 32 | 73 | 65 | 61 | ..... | 18 | 15 | 76 | 32 | 7 | 379 |
| 137 Woodstock | 315 | 423 | 1408 | 356 | 419 | 58 | 80 | 182 | 357 | 396 | 208 | 3887 |
| 138 Wroxeter | 56 | 195 | 200 | 241 | 265 | 74 | 47 | 43 | 132 | 77 | 44 | 1318 |
| 139 Wyoming | 108 | 24 | 39 | 15 | 48 | ..... | 8 | 24 | 17 | 31 | 10 | 216 |
| Total | 16094 | 19980 | 59509 | 25051 | 38038 | 12250 | 8794 | 8418 | 25712 | 20235 | 7649 | 226443 |

Rooms in Mechanics' Institutes, 1886-7.—*Continued.*

| NUMBER OF VOLUMES ISSUED. | | | | | | | | | | | READING ROOM. | |
|---------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|------------------------|-----------------------|
| Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total Number of Volumes. | Number of Periodicals. | Number of Newspapers. |
| 95 20 | 50 | 30 | 40 | | 10 | | 16 | 8 | 4 | 178 | | |
| 96 17 | 1597 | 95 | 203 | | 12 | 4 | 47 | 211 | 6 | 2192 | 7 | 7 |
| 97 | | | | | | | | | | 339 | | |
| 98 58 | 413 | 60 | 179 | 2 | 10 | 15 | 57 | 137 | 1 | 932 | | |
| 99 152 | 2875 | 84 | 125 | 2 | 32 | 4 | 59 | 117 | | 3450 | 33 | 15 |
| 100 52 | 318 | 3 | 71 | 7 | 9 | 18 | 22 | 22 | | 522 | | |
| 101 42 | 875 | 33 | 125 | | 13 | 12 | 27 | 411 | 8 | 1546 | | |
| 102 158 | 795 | 86 | | 147 | 210 | | 155 | 388 | 4 | 1943 | 23 | 13 |
| 103 31 | 1160 | 70 | 322 | 160 | 27 | | 54 | 110 | 6 | 1940 | | |
| 104 19 | 110 | 28 | 163 | 178 | 8 | 14 | 20 | 22 | 9 | 576 | 7 | |
| 105 | | | | | | | | | | 3822 | 14 | 4 |
| 106 110 | 736 | 63 | 102 | 298 | 16 | 284 | 64 | 184 | 14 | 1871 | | |
| 107 | | | | | | | | | | 457 | | |
| 108 720 | 6723 | 1201 | 765 | 901 | 325 | 560 | 672 | 1725 | | 13592 | 7 | 17 |
| 109 | | | | | | | | | | | | |
| 110 317 | 1497 | 254 | 639 | 601 | 68 | 93 | 648 | 306 | | 4423 | 21 | 17 |
| 111 | | | | | | | | | | | | |
| 112 49 | 600 | 39 | 231 | 188 | 22 | 33 | 86 | 75 | 11 | 1394 | 15 | 17 |
| 113 163 | 2420 | 260 | 950 | 600 | 136 | 50 | 292 | 240 | 30 | 5141 | | |
| 114 115 | 5113 | 346 | 237 | 650 | 92 | 75 | 130 | 381 | 9 | 7148 | 14 | 9 |
| 115 105 | 1460 | 83 | 100 | 25 | 77 | 23 | 123 | 64 | | 2060 | 5 | 9 |
| 116 474 | 4491 | 408 | 503 | 1655 | 167 | 815 | 332 | 1408 | 123 | 10376 | 13 | 9 |
| 117 138 | 1091 | 125 | 134 | 166 | 27 | 74 | 130 | 164 | 14 | 2063 | 10 | 11 |
| 118 200 | 3300 | 175 | 600 | 40 | 20 | 160 | 170 | 400 | 30 | 5095 | 4 | 10 |
| 119 81 | 875 | 96 | 33 | 15 | 20 | 40 | 49 | 93 | 14 | 1316 | | |
| 120 18 | 188 | 21 | 31 | | 6 | 7 | 9 | 14 | | 294 | | |
| 121 12 | 1068 | 28 | 6 | 496 | 11 | | 25 | 62 | | 1708 | 5 | 8 |
| 122 23 | 719 | 73 | 147 | | 37 | | 96 | 117 | | 1212 | 21 | 12 |
| 123 30 | 425 | 20 | 15 | 42 | 26 | 4 | | 27 | 40 | 629 | | |
| 124 123 | 3686 | 167 | 72 | 71 | 67 | 210 | 167 | 274 | 52 | 4889 | 18 | 9 |
| 125 6 | 207 | 27 | 102 | | 11 | | 5 | 55 | | 413 | | |
| 126 40 | 18 | 38 | 112 | | 18 | | 12 | 15 | | 253 | | |
| 127 10 | 485 | 19 | 96 | 123 | 6 | 11 | 9 | 23 | 2 | 784 | | |
| 128 10 | 86 | 20 | 20 | | 3 | 5 | 10 | 10 | | 164 | | |
| 129 55 | 2019 | 151 | 835 | 613 | 81 | 23 | 36 | 356 | 3 | 4172 | 20 | 5 |
| 130 73 | 1348 | 48 | 23 | 26 | 34 | 18 | 63 | 72 | 8 | 1713 | 6 | 9 |
| 131 40 | 530 | 60 | 66 | | 10 | 50 | 90 | 50 | 10 | 906 | 10 | 5 |
| 132 73 | 1735 | 104 | 185 | 564 | 28 | | 79 | 226 | | 2994 | | |
| 133 4 | 11 | 5 | 6 | | 3 | | 4 | 4 | | 37 | 5 | 17 |
| 134 35 | 166 | 52 | 16 | 25 | 1 | 16 | 3 | 50 | 5 | 369 | 10 | 7 |
| 135 | | | | | | | | | | | 10 | 27 |
| 136 | 56 | 16 | 16 | | 2 | 1 | 8 | 8 | 1 | 108 | | |
| 137 508 | 8354 | 395 | 414 | 75 | 164 | 89 | 205 | 1103 | | 11307 | 32 | 12 |
| 138 18 | 297 | 59 | 55 | 47 | 1 | 2 | 6 | 25 | 1 | 511 | | |
| 139 14 | 2 | 4 | 2 | | 4 | 2 | 3 | 4 | 5 | 40 | | |
| 12708 | 171464 | 16145 | 33473 | 32414 | 5797 | 6697 | 12124 | 32356 | 2317 | 330813 | 958 | 982 |

TABLE C.—Evening Classes in English and Commercial Courses in 1886-7.

| INSTITUTE. | Number of Students. | SUBJECTS TAUGHT. | | |
|-------------------|---------------------|--------------------------|---------------------------------------|-----------------|
| | | English Course. | Commercial Course. | Other Subjects. |
| Arthur | 44 | Grammar and Composition. | Book-keeping, Arithmetic and Writing. | |
| Barrie | 22 | ..... | do do do | |
| Belmont | 31 | ..... | do do do | |
| Cheltenham.... | 17 | ..... | do do do | |
| Clinton | 3 | ..... | Book-keeping and Writing. | |
| Dresden | 12 | ..... | Book-keeping, Arithmetic and Writing. | |
| Fergus | 17 | ..... | do do do | |
| Goderich.... | 17 | ..... | do do do | |
| Grimsby | 16 | Grammar and Composition. | do do do | |
| Hespeler..... | 58 | ..... | do do do | Mensuration. |
| Kingston..... | 53 | Grammar and Composition. | do do do | |
| Lucan | 50 | ..... | do do do | |
| Midland | 29 | ..... | do do do | |
| Milton | 7 | ..... | do do do | |
| Mitchell | 13 | ..... | do do do | |
| Napanee | 33 | ..... | do do do | |
| Niagara Falls, S. | 27 | ..... | do do do | |
| Orillia | 25 | ..... | do do do | |
| Paisley | 21 | ..... | do do do | |
| Pen'tanguishene | 37 | ..... | do do do | |
| Peterboro'..... | 21 | ..... | do do do | |
| Scarboro' | 18 | ..... | do do do | Mensuration. |
| Seaforth | 20 | ..... | do do do | |
| Stratford..... | 19 | ..... | Book-keeping and Writing. | |
| Waterloo | 17 | ..... | Book-keeping, Arithmetic and Writing. | |
| Weston | 17 | ..... | do do do | |
| | 644 | | | |

TABLE D.—Evening Classes in Drawing in 1886-7.

| INSTITUTES. | Number of Students. | SUBJECTS TAUGHT. | | | | |
|------------------|---------------------|--|----|----|----|--|
| | | Primary Drawing. | | | | Mechanical Drawing. |
| Arkona..... | 27 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | | | | Machine Drawing. |
| Barrie..... | 14 | do | do | do | do | |
| Carleton Place.. | 7 | ..... |  |  |  |  |
| Elora..... | 14 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | | | | |
| Galt..... | 17 | do | do | do | do | |
| Garden Island.. | 32 | do | do | do | do | |
| Georgetown.... | 33 | do | do | do | do | |
| Kincardine..... | 21 | do | do | do | do | |
| Kingston..... | 15 | do | do | do | do | |
| Midland..... | 15 | Freehand, Geometry. | | | | |
| Milton..... | 19 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | | | | Machine Drawing and Building Construction. |
| Mono Road..... | 21 | do | do | do | do | |
| Orillia..... | 13 | do | do | do | do | |
| Owen Sound.... | 146 | do | do | do | do | |
| Paisley..... | 21 | Perspective. | | | | |
| Perth..... | 31 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | | | | |
| Peterboro'..... | 20 | Freehand..... | | | | |
| Petrolia..... | 46 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | | | | |
| Seaforth..... | 14 | do | do | do | do | |
| St. Catharines.. | 12 | do | do | do | do | |
| St. Mary's..... | 15 | do | do | do | do | |
| Weston..... | 16 | do | do | do | do | |
| Woodbridge.... | 22 | do | do | do | do | |
| | 591 | | | | | |

TABLE E.—Evening Classes, shewing number of Students of Mechanics' Institutes and Free Libraries who attended the Annual Examination in Drawing in April, 1887 ; also Certificates taken out and extra grants paid for Certificates.

| INSTITUTE. | Number of Students for Examination. | PRIMARY COURSE. Number of Proficiency Certificates taken. | | | | | Total. | Number of Teachers' Certificates, Primary Course. | Grants paid for Certificates. \$ c. |
|---------------------------|-------------------------------------|--|-------------|-----------|--------------|--------|--------|---|--|
| | | Freehand. | Blackboard. | Geometry. | Perspective. | Model. | | | |
| Arkona | 15 | 4 | 1 | 2 | 2 | 5 | 14 | ..... | 10 00 |
| Barrie | 11 | 2 | 1 | 6 | 1 | 1 | 11 | ..... | 10 00 |
| Brantford, Free Lib. | 19 | 10 | ..... | 15 | 2 | 4 | 31 | ..... | 26 00 |
| Elora | 13 | 1 | 1 | 6 | 6 | 4 | 18 | 1 | 14 00 |
| Galt | 13 | 2 | ..... | 2 | 1 | 1 | 6 | ..... | 6 00 |
| Georgetown | 25 | 4 | ..... | 9 | 4 | 3 | 20 | ..... | 17 00 |
| Kincardine | 15 | 3 | ..... | 6 | 1 | 4 | 14 | ..... | 12 00 |
| Midland | 15 | ..... | 1 | 4 | 1 | 2 | 8 | ..... | 6 00 |
| Milton | 16 | 5 | ..... | 8 | 3 | 2 | 18 | 2 | 14 00 |
| Orillia | 11 | 1 | ..... | 1 | 2 | 1 | 5 | ..... | 5 00 |
| *Owen Sound | 143 | 29 | 11 | 80 | 51 | 32 | 203 | 10 | 25 00 |
| Petrolea | 56 | 27 | 3 | 34 | 9 | 11 | 84 | ..... | ..... |
| Perth | 17 | 3 | 1 | 10 | 2 | 2 | 18 | ..... | 16 00 |
| Seaforth | 20 | 1 | ..... | 6 | 2 | 1 | 10 | 2 | 5 00 |
| St. Catharines | 9 | 3 | ..... | 4 | 2 | 2 | 11 | ..... | 7 00 |
| St. Mary's | 14 | 2 | 1 | 3 | 3 | 5 | 14 | ..... | 13 00 |
| Weston | 10 | 1 | ..... | 3 | ..... | 2 | 6 | ..... | 5 00 |
| Woodbridge | 5 | 4 | ..... | 3 | 2 | 1 | 10 | ..... | 7 00 |
| Total | 427 | 102 | 20 | 202 | 94 | 83 | 501 | 15 | 198 |

MECHANICAL COURSE.

| INSTITUTE. | Number of Students for Examination. | Advanced Geometry. | Total. |
|------------------|-------------------------------------|--------------------|--------|
| Galt | 3 | 1 | 1 |
| Kincardine | 1 | 1 | 1 |

* Including Collegiate Institute pupils.

II.—FREE LIBRARIES.

An Act for the establishment of Free Libraries was assented to 10th March, 1882, from which I give the following extracts :—

“This Act may be cited as *The Free Libraries Act, 1882*.

“A free library may be established in any city, town, or incorporated village, in manner hereinafter provided.

“Where a free library is so established there may, without any proceedings for the purpose under this Act, be connected with the library, a free news-room or museum, or both; and there may be established a branch library, or branch libraries and a branch news-room or branch news-rooms, in the municipality.

“In case a petition is presented to the Council of a city, town, or incorporated village, signed by not less than one hundred electors in the case of a city, or not less than sixty in the case of a town, or not less than thirty in the case of an incorporated village, praying for the establishment of a free library under this Act; the Council may pass a by-law giving effect to the petition, with the assent of the electors qualified to vote at municipal elections given before the final passing of the by-law as provided by the Municipal Law.

“In case the vote of the electors is adverse to the by-law, no new by-law for the same purpose shall afterwards be passed by the Council to be submitted to the electors within the same municipal year.

“In case of the establishment of a Free Library under this Act, the general management, regulation, and control of the library, and of the news-room and museum (if any) shall be vested in and exercised by a Board to be called the Board of Management; which Board shall be a body politic and corporate, and shall be composed of the mayor of the city or town, or the reeve of the village, and three other persons to be appointed by the Council, three by the Public School Board, or the Board of Education of the municipality, and two by the Trustees of the Separate School, if any.

“For the purpose of providing for the expenses necessary for carrying this Act into effect, the Council of the municipality, in addition to all other rates and assessments levied and assessed for municipal purposes, shall levy and assess from year to year a special annual rate sufficient to furnish the amount estimated by the said Board to be required as aforesaid, but not exceeding one half of a mill in the dollar, upon the assessed value of all ratable real and personal property, such rate to be called ‘The Free Library Rate.’”

The Free Library Amendment Act was assented to 1st February, 1883. As may be seen from the following extract, the Directors of any Mechanics’ Institute can now transfer its Library, etc., to the Board of Management of a Free Library in the same city, town, or village.

“In case of any Mechanics’ Institute transferring its library and reading-room, or either of them, to any Board of Management of a Free Library, under section ten of *The Free Libraries Act, 1882*, if it is part of the agreement that the Board shall henceforward receive the appropriation from the Mechanics’ Institute grant, which the Institute would otherwise receive, the Board shall, on the condition (if any) mentioned in the agreement, be entitled to the like aid from the unappropriated moneys in the hands of the Treasurer of the Province in respect of such reading-room and library, or either of them, as such Mechanics’ Institute would have received under the provision of the Revised Act, chapter thirty-five, relating to Mechanics’ Institutes.”

In six cities and towns, viz:—Berlin, Brantford, Guelph, Simcoe, St. Thomas, Toronto, the Mechanics’ Institutes’ Libraries and Reading-rooms have been transferred to Free Libraries.

Tables F. G. show the work done in the Free Libraries during the year.

of Free Libraries for the year ending, 1st May, 1887.

| EXPENDITURE DURING THE YEAR. | | | | | | | | | | ASSETS AND LIABILITIES. | |
|------------------------------|--------------------------|-----------|----------------------|------------------|-----------------------------|------------------|----------------|------------------|----------|-------------------------|--------------|
| | Rent, Light and Heating. | Salaries. | Books (not fiction). | Books (fiction). | Magazines, Newspapers, etc. | Evening Classes. | Miscellaneous. | Balance on hand. | Total. | Assets. | Liabilities. |
| | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. | £ s. c. |
| 1 | 74 72 | 189 00 | 299 55 | 32 00 | 63 50 | ..... | 234 19 | ..... | 892 96 | 3272 00 | ..... |
| 2 | 285 99 | 466 66 | 328 04 | 344 45 | 146 18 | 165 32 | 472 17 | ..... | 2208 81 | 6302 00 | ..... |
| 3 | 383 73 | 510 00 | 373 70 | 93 34 | 109 68 | ..... | 132 86 | ..... | 1603 31 | 4690 00 | ..... |
| 4 | 69 37 | 185 20 | 115 00 | 37 50 | 100 75 | 13 00 | 308 67 | 105 66 | 935 15 | 2805 00 | ..... |
| 5 | 335 30 | 360 00 | 272 78 | 178 60 | 117 95 | ..... | 245 77 | 392 81 | 1903 21 | 1933 00 | ..... |
| 6 | 1842 29 | 8139 42 | 1944 36 | n. r. | 1254 20 | ..... | 26957 84 | 3874 91 | 44013 02 | 90038 00 | ..... |
| | 2990 40 | 9850 28 | 3333 43 | 685 89 | 1798 26 | 178 32 | 28352 50 | 4373 38 | 51556 46 | 109040 00 | ..... |

Rooms in Free Libraries, 1886-7.

| NUMBER OF VOLUMES ISSUED. | | | | | | | | | | | READING ROOM. | |
|---------------------------|----------|----------|----------------|------------------------|-----------------------|-----------------------|------------------|----------------------|---------------------|--------------------------|------------------------|-----------------------|
| Biography. | Fiction. | History. | Miscellaneous. | Periodical Literature. | Poetry and the Drama. | Religious Literature. | Science and Art. | Voyages and Travels. | Works of Reference. | Total Number of Volumes. | Number of Periodicals. | Number of Newspapers. |
| 1 65 | 3076 | 183 | 1546 | 297 | 304 | 19 | 109 | 569 | 50 | 6218 | 14 | 26 |
| 2 910 | 34831 | 1070 | 1392 | 1813 | 350 | 420 | 966 | 1205 | ..... | 42957 | 24 | 25 |
| 3 926 | 16925 | 933 | 859 | 2495 | 337 | 463 | 790 | 2576 | 3738 | 30042 | 13 | 29 |
| 4 159 | 6572 | 198 | 288 | 66 | 111 | 113 | 198 | 600 | ..... | 8305 | 13 | 14 |
| 5 552 | 14715 | 772 | 1034 | 814 | 213 | 393 | 488 | 527 | ..... | 19508 | 23 | 24 |
| 6 5413 | 174701 | 6310 | 33610 | 11981 | 2240 | 2493 | 11508 | 7980 | 13859 | 270095 | 159 | 277 |
| 8025 | 250820 | 9466 | 38729 | 17456 | 3555 | 3901 | 14059 | 13457 | 17647 | 377125 | 246 | 395 |

TABLE H.—Evening Classes in Free Libraries, 1886-7.

| FREE LIBRARIES. | Number of Students. | SUBJECTS TAUGHT. | |
|-----------------|---------------------|------------------------------|--------------------------------------|
| | | English Course. | Commercial Course. |
| Brantford | 28 | ..... | Bookkeeping, Arithmetic and Writing. |
| Simcoe | 15 | Composition and Grammar | Do. do. do. |

| FREE LIBRARIES. | Number of Students. | SUBJECTS TAUGHT. | |
|-----------------|---------------------|--|--|
| | | Primary Drawing. | |
| Brantford | 65 | Freehand, Geometry, Perspective, Model, Memory and Blackboard. | |

III.—ART SCHOOLS.

The Ontario School of Art was established under the management of the Ontario Society of Artists in 1876, with a grant from the Legislature of \$1,000 per annum; the following year it was increased to \$1,100. In 1879, an additional grant of \$1,000 was paid, making a total of \$2,100. In 1880, an extra grant of \$3,400 was paid. The total grant for 1880 being \$4,500.

As the grant now required for the maintenance of the school was so much in excess of the original sum voted by the Legislature, I was appointed by the late Hon. Mr. Crooks, to examine into the cost of maintenance of an Art School and the desirability of having the school conducted at the Education Department Buildings, so as to save expense and give the students the advantages of studying from the Art Collections in the Education Museum. The result of my report and recommendations was that the Minister made a proposition to the Society of Artists to remove the School of Art to the Education Department. This the Society assented to in September, 1882. The council for the future management of the School was then appointed, consisting of nine members of the Society of Artists, and myself as superintendent of the school, representing the Education Department.

Evening Classes were then established specially adapted to mechanics and artisans, giving them practical instructions applicable to their various trades and employments; also, to encourage the training of teachers and Normal School students, so as to supply the Mechanics' Institutes throughout the Province with qualified teachers.

In order that these classes might be more appreciated by those studying for practical and technical purposes, and to prevent the classes from being overcrowded with young

persons who might take lessons merely for amusement or an accomplishment, it was decided that students should not be allowed to attend the advanced classes without passing a preliminary examination in the elementary subjects.

A programme of study was then prepared, and the first entrance examination was held in October, 1882. I subsequently prepared a scheme for conducting examinations, the appointment of a Board of Examiners, and the establishment of a uniform system of examination for Art Schools and Mechanics' Institutes throughout the Province, also for granting Proficiency and Teachers' Certificates at the close of each session.

The first Board of Examiners was appointed in December, 1882. The success of the school was very great, at the close of the session 269 Primary and 33 Advanced Certificates were granted.

During this year Mr. William Mather was appointed as Royal Commissioner on technical education to the United States and Canada. The following is an extract from his report :—

"The Ontario School of Art in Toronto is an institution supported by the Legislature of the Province, for the purpose of imparting special instruction, embracing subjects in science and art teaching suitable to mechanics, and bearing on their employment. There are evening classes adapted to working men. This excellent school is the commencement of an institution similar in object and appliances to our South Kensington Museum. Although in its infancy, the instruction given is evidently valued by the various trades of the city. Out of 121 students last year, one half were engaged in trades and manufactures; the remainder studying as teachers. The instruction is confined to drawing in every branch, and designing. I was particularly struck with the manifest relation between the work done in the school and industrial pursuits."

In the summer of the following year (1883) your attention was directed to the importance of establishing Summer Classes for the Teachers of High and Public Schools, and you authorized a Circular to be issued, which was responded to by an attendance of 127 teachers who were awarded Certificates at the end of the session as follows :—71 Free-hand Drawing, 102 Practical Geometry, 75 Linear Perspective, 48 Model drawing, and 56 Blackboard Drawing. No less than 66 Teacher's Certificates were granted, legally qualifying the recipients to teach Industrial Drawing in Public Schools and Mechanics' Institutes. In your report of the same year, you published a list of the industries in this Dominion in which a knowledge of the various branches of Art Education is necessary together with the number of hands employed in these manufacturing industries, and your statement showed that no less than 150,000 persons are employed in the Dominion, to whom Industrial Drawing, Modelling, etc., would be valuable.

In 1884 the Ontario Society of Artists severed its connection with the Ontario School of Art and it was conducted entirely under the management of the Education Department until last year when it was discontinued, and the Toronto School of Art incorporated instead thereof.

Art Schools under the inspection of this Department are now in operation in Brockville, Hamilton, Kingston, London, Ottawa, Stratford, Toronto, and the following Institutions are in affiliation with the Department for examination purposes :—Wykeham Hall, Toronto; Alma College, St. Thomas; Ontario Ladies' College, Whitby; Albert College, Belleville; Hellmuth Ladies' College, London; Academy of Painting and Drawing, London.

The year 1886, is an eventful one in the history of Art Education in this Province, it was in this year that the new Act and Regulations, which you had previously partly adopted with such gratifying success, were assented to; it was also in this year that the Art Schools, etc., made such an admirable display at the Colonial Exhibition; these together, have given an impetus to the study of Art Education throughout the whole Province, which has exceeded the most sanguine expectations of the friends and promoters of Industrial Art, and it is quite evident that the formation of Classes in Art Schools and Mechanics' Institutes applicable to the manufacturing industries, and the encouragement you have given to teachers by establishing Training Classes for their

special benefit must ultimately prove of great commercial value to the mechanics and manufacturers of this country.

The only drawback to its complete success, as I am informed by competent authorities, is the opposition and jealousy of men occupying the position of foremen in manufactories, to the attendance of their workmen at the Evening Classes for Mechanical and Industrial Drawing, fearing that ordinary workmen may thus become equal or superior to themselves. The remedy for this can easily be applied by the masters themselves, who should encourage all their employes to avail themselves of these advantages, which must be of mutual benefit to all parties concerned.

The following list shows the total number of Certificates granted by the Education Department up to 1st May, 1887.

1. Primary Art Course.

| YEAR. | Freehand Drawing. | Blackboard Drawing. | Geometry. | Perspective. | Model Drawing. | Teachers' Certificates. | Total. |
|-------------|-------------------|---------------------|-----------|--------------|----------------|-------------------------|--------|
| 1882 | 28 | 28 | 21 | 17 | 12 | ..... | 106 |
| 1883 | 84 | 76 | 89 | 58 | 47 | ..... | 354 |
| 1884 | 153 | 86 | 174 | 139 | 138 | 66 | 756 |
| 1885 | 214 | 198 | 529 | 301 | 168 | 122 | 1532 |
| 1886 | 634 | 414 | 672 | 149 | 662 | 77 | 2608 |
| 1887 | 643 | 122 | 1204 | 428 | 444 | 103 | 2944 |
| Total | 1756 | 924 | 2689 | 1092 | 1471 | 368 | 8300 |

2. Advanced Art Course.

| YEAR. | Shading from Flat. | Outline from Round. | Shading from Round. | Drawing from Flowers. | Ornamental Design. | Teachers' Certificates. | Total. |
|-------------|--------------------|---------------------|---------------------|-----------------------|--------------------|-------------------------|--------|
| 1883 | 5 | 5 | 12 | 18 | ..... | ..... | 40 |
| 1884 | 16 | 5 | 12 | 12 | ..... | ..... | 45 |
| 1885 | 33 | 18 | 35 | 29 | ..... | 4 | 119 |
| 1886 | 35 | 24 | 19 | 48 | ..... | 3 | 129 |
| 1887 | 59 | 27 | 28 | 25 | 34 | 14 | 187 |
| Total | 148 | 79 | 106 | 132 | 34 | 21 | 520 |

3. Mechanical Drawing Course.

| YEAR. | Descriptive Geometry. | Machine Drawing. | Building Con- struction. | Industrial Design. | Advanced Perspective. | Teachers' Certificates. | Total. |
|-------------|--------------------------|---------------------|-----------------------------|-----------------------|--------------------------|----------------------------|--------|
| 1883 | 2 | 3 | 1 | 2 | 3 | ..... | 11 |
| 1884 | 1 | 1 | 1 | 1 | 1 | ..... | 5 |
| 1885 | 12 | 32 | 4 | 25 | 12 | 4 | 89 |
| 1886 | 14 | 13 | 5 | 28 | 14 | 3 | 77 |
| 1887 | 6 | 5 | 12 | 18 | 6 | 2 | 49 |
| Total | 35 | 54 | 23 | 74 | 36 | 9 | 231 |

4. Extra Subjects.

| YEAR. | Drawing from Life. | Painting in Oil Colors. | Painting in Water Colors. | Modelling in Clay. | Wood Carving. | Repoussé Work. | Total. |
|-------------|-----------------------|----------------------------|---------------------------------|-----------------------|------------------|-------------------|--------|
| 1885 | | 9 | 7 | 14 | ..... | ..... | 30 |
| 1886 | | 12 | 7 | 11 | 7 | ..... | 37 |
| 1887 | 7 | 32 | 9 | 8 | 2 | 2 | 60 |
| Total | 7 | 53 | 23 | 33 | 9 | 2 | 127 |

The following extracts are from the Act and Regulations of 1886 :

Regulations.

Any association of persons, for the purpose of promoting the study of Art, shall be recognized by the Education Department as an Art School on the following conditions:—
The association must be incorporated under the Act respecting Mechanics' Institutes and Art Schools, or under some other Act.

There must be a registered average attendance of at least fifty pupils.

The accommodation must be ample for teaching all the subjects in both Primary and Advanced courses herein prescribed.

The equipment and staff of teachers must be satisfactory to the Education Department.

The course of study herein prescribed must be followed.

Pupils under 15 years of age will not be reckoned as Art School pupils for the purpose of Government Aid.

Government Grant.

Every Art School incorporated under the Act and complying with the regulations of the Education Department respecting the equipment, accommodation and teachers required for Art Schools, shall be entitled to receive out of any moneys appropriated by the Legislative Assembly for Art purposes a fixed grant of \$400 and such additional sums for proficiency in art studies as may be determined by the regulations of the Education Department respecting final examinations.

Primary Art Course.

The Primary Art course shall consist of 36 lessons of 2 hours each in the following subjects :—

(1) Freehand Drawing from flat examples. (2) Practical Geometry. (3) Linear Perspective. (4) Model Drawing. (5) Memory or Blackboard Drawing.

Advanced Art Course.

The Advanced Art course shall consist of 36 lessons of 2 hours each, in the following subjects :—

(1) Shading from flat examples. (2) Outline Drawing from the round (casts or nature). (3) Shading from the round. (4) Drawing from flowers and objects of natural history. (5) Ornamental Design.

Mechanical Drawing Course.

The Mechanical Drawing Course shall consist of 36 lessons of 2 hours each, in the following subjects :—

(1) Projection and Descriptive Geometry. (2) Machine Drawing. (3) Building Construction. (4) Industrial Design. (5) Advanced Perspective.

Any Art School having established classes of not less than 25 pupils in each of the Primary and Advanced Courses, may make provision for teaching any or all of the following subjects :—

(1) Drawing from Life. (2) Painting in Oil Colors. (3) Painting in Water Colors. (4) Modelling in Clay and Wax. (5) Wood Carving. (6) Wood Engraving. (7) China Painting. (8) Repoussé Work.

An examination will be held in April of each year, under the direction of the Education Department, the expenses of which shall be paid by the Art School concerned.

A proficiency certificate will be awarded in each subject and any pupil who passes in all the subjects in any of the three Courses above-named, shall be entitled to a

certificate in which the various subjects constituting the Course shall be duly stated, such certificate to be designated Primary, Advanced or Mechanical, as the case may be.

The holder of an Art certificate will be legally qualified to teach the subjects named therein in any Art School, High School, Model School or Mechanics' Institute. The Education Department will accept a Primary certificate in lieu of the non-professional examination in drawing for any class or grade of public school teachers' certificate.

Any College or Private School may with the consent of the Education Department, take the Departmental Examination, but such College or Private School shall not be entitled to any portion of the grant provided by the Legislative Assembly for such purposes.

Medals.

A *Gold Medal*, open to competition for Art Schools and Mechanics' Institutes, will be presented by the Minister of Education for the Advanced or Mechanical Course, on the following conditions:—

(1) The candidates must be *bona fide* students in regular attendance at the Evening Classes.

(2) Samples of work done during the session must be given in (a) *Ornamental Design and Outline, and Shading from the Antique*. There is no restriction as to the character or manner of execution, nor the time occupied in this work. (b) *Drawing from the Antique, full figure*. The drawing shall not be less than two feet in height, on white paper, in chalk, either with or without the aid of stump, background shaded or plain; work to be finished in 36 hours, regular school time, without assistance. (c) *Original Design*. This is to be executed in pencil, on paper provided by the Department; size of drawing not less than six inches by four inches; time four hours. The designs recommended are those suitable for wall paper, carpets, oil cloth, etc.

A *Silver Medal*, open to competition for Mechanics' Institutes and Art Schools, will be given for the highest number of marks in the Mechanical Course, and a *Bronze Medal* for the highest number of marks in the Primary Drawing Course.

Colonial Exhibition.

In 1886 the students of Art Schools, Ladies' Colléges, etc., sent specimens of their work in the following subjects done during the winter of 1885, to the Exhibition, viz:— Examples of freehand drawing, drawing from models, linear perspective, industrial designs for oil cloth, ornaments, iron work, wall papers, etc. Designs for paper hangings in competition for a Silver Medal presented by the Ontario Manufacturers' Association. Machine drawing, architectural drawing, drawing from flowers, shading from flat, pen and ink sketches, charcoal from life, shading from antique, oil paintings, water color paintings, chasing in brass, repoussé work, sculpture in marble, collection of electrotypes from nature and casts, specimens of modelling in clay and plaster casts, painting on china, painting on velvet, embroidery, wax work, etc.

Including examination papers, over 20,000 specimens of drawings, etc., were sent from these Institutions to the Exhibition; these elicited admiration and astonishment at the unexpected progress of Industrial Art Education in Ontario. The press gave most flattering notices, and said that the efforts of the Government in promoting Industrial Art in Art Schools are calculated even to a greater degree than the exhibit of pictures from Canadian artists to open the eyes of the British public to the artistic progress of Canada in recent years.

I may also mention that Her Majesty the Queen was pleased to accept some of the specimens from the Art Schools and sent me a letter through her Private Secretary, Sir Henry Ponsonby, commanding him to give Her Majesty's thanks for the well executed specimens of the work of the students of the Art Schools connected with the Education Department.

In addition, the students of Art Schools, etc., received diplomas and medals from the Royal Commissioners, as follows:—

| | | |
|--|----|----------------------|
| Ontario School of Art, Toronto | 53 | Medals and Diplomas. |
| Western School of Art, London | 32 | “ “ |
| School of Art, Ottawa | 47 | “ “ |
| School of Art, Kingston | 20 | “ “ |
| School of Practical Science, Toronto | 23 | “ “ |
| Institut Canadien Français, Ottawa | 8 | “ “ |
| Alma Ladies' College, St. Thomas | 9 | “ “ |
| Ontario Ladies' College, Whitby | 6 | “ “ |
| Ladies' College, Brantford | 11 | “ “ |
| Ladies' College, Hamilton | 8 | “ “ |
| Ladies' College, Woodstock | 8 | “ “ |
| Loretto Abbey, Toronto | 7 | “ “ |
| Loretto Convent, Hamilton | 5 | “ “ |

The medals and diplomas were presented in public to the students of the Ontario School of Art by His Excellency the Governor-General, on 4th May, 1887.

ART EXAMINATIONS, 1887.

A simultaneous examination was held throughout the Province on 28th, 29th and 30th April, 1887. The following tables show the number of certificates taken by the pupils in Art Schools, High Schools, Colleges, etc., affiliated with the Department for examination purposes. (For Mechanics' Institute list, see table E)

TABLE I.—*Art Schools—Primary Course.*

| ART SCHOOLS. | Number of Students for Examination. | NUMBER OF PROFICIENCY CERTIFICATES TAKEN. | | | | | Total Proficiency Certificates. | Number of Teachers' Certificates, full course. | Grant for Certificates. |
|--------------------------------|-------------------------------------|---|-------------|-----------|--------------|--------|---------------------------------|--|-------------------------|
| | | Freehand. | Blackboard. | Geometry. | Perspective. | Model. | | | |
| Brockville | 34 | 7 | ..... | 9 | 5 | 11 | 32 | 2 | \$ 27 00 |
| Hamilton | 64 | 24 | 7 | 6 | 3 | 23 | 63 | ..... | 54 00 |
| Kingston | 81 | 24 | 11 | 24 | 8 | 10 | 77 | 8 | 77 00 |
| London | 43 | 4 | 2 | 13 | 2 | 8 | 29 | 2 | 33 00 |
| Ottawa | 108 | 9 | ..... | 19 | 3 | 13 | 44 | 1 | 50 00 |
| Stratford | 160 | 42 | 10 | 58 | 32 | 12 | 154 | 8 | 17 00 |
| Toronto | 65 | 11 | 3 | 6 | 5 | 7 | 32 | 5 | 78 00 |
| Toronto, West End Branch | 13 | 1 | ..... | 6 | ..... | 3 | 10 | ..... | ..... |
| Total | 568 | 122 | 33 | 141 | 58 | 87 | 441 | 26 | 336 00 |

TABLE J.—*Art Schools—Advanced Course.*

| ART SCHOOLS. | Number of Students for Examination. | NUMBER OF PROFICIENCY CERTIFICATES TAKEN. | | | | | Total Proficiency Certificates. | Number of Teachers' Certificates—Advanced full course. |
|-----------------|-------------------------------------|---|---------------------|--------------------|---------------------|-----------------------|---------------------------------|--|
| | | Outline from the Round. | Ornamental Drawing. | Shading from Flat. | Shading from Round. | Shading from Flowers. | | |
| Rockville | 21 | 1 | ..... | 2 | 1 | 1 | 5 | ..... |
| Hamilton | 34 | ..... | 1 | 12 | 2 | 3 | 18 | ..... |
| Kingston | 15 | 5 | 8 | 7 | 4 | 1 | 25 | ..... |
| London | 11 | ..... | 4 | 1 | 1 | ..... | 6 | 3 |
| Ottawa | 52 | 3 | ..... | 6 | 2 | 1 | 12 | ..... |
| Stratford | 6 | 1 | 1 | 4 | 1 | 4 | 11 | ..... |
| Toronto | 45 | 10 | 10 | 14 | 5 | 4 | 43 | ..... |
| Total | 184 | 20 | 24 | 46 | 16 | 14 | 120 | 4 |

TABLE K.—*Art Schools—Mechanical Course.*

| ART SCHOOLS. | Number of Students for Examination. | NUMBER OF PROFICIENCY CERTIFICATES TAKEN. | | | | | Total Proficiency Certificates. | Number of Teachers' Certificates—Mechanical full course. |
|--------------------------------|-------------------------------------|---|------------------------|-----------------------|--------------------|---------------------|---------------------------------|--|
| | | Industrial Design. | Building Construction. | Advanced Perspective. | Advanced Geometry. | Mechanical Drawing. | | |
| Kingston | 10 | 4 | 3 | 1 | ..... | ..... | 8 | 1 |
| London | 5 | 1 | ..... | 1 | ..... | ..... | 2 | ..... |
| Ottawa | 16 | 2 | 1 | ..... | ..... | ..... | 3 | ..... |
| Stratford | 1 | ..... | 1 | ..... | ..... | ..... | 1 | 1 |
| Toronto | 28 | 8 | 5 | 5 | 1 | 3 | 22 | ..... |
| Toronto, West End Branch | 3 | ..... | 2 | ..... | ..... | ..... | 2 | ..... |
| Total | 63 | 15 | 12 | 7 | 1 | 3 | 38 | 2 |

TABLE L.—*Art Schools—Special Subjects.*

| ART SCHOOLS. | Number of Students for Examination. | NUMBER OF PROFICIENCY CERTIFICATES TAKEN. | | | | |
|------------------|-------------------------------------|---|----------------------|------------------------|--------------------|--------|
| | | Drawing from Life. | Painting Oil Colors. | Painting Water Colors. | Modelling in Clay. | Total. |
| Brockville | 8 | ..... | 8 | ..... | ..... | 8 |
| Ottawa | 16 | 7 | 7 | ..... | ..... | 14 |
| Toronto | 21 | ..... | 9 | 1 | 6 | 16 |
| Total | 35 | 7 | 24 | 1 | 6 | 38 |

TABLE M.—*High Schools, Colleges, etc.—Primary Course.*

| NAME. | Number of Students. | NUMBER OF PROFICIENCY CERTIFICATES TAKEN. | | | | | | Number of Teachers' Certificates full course. |
|--|---------------------|---|-------------|-----------|--------------|--------|---------------------------------|---|
| | | Freehand. | Blackboard. | Geometry. | Perspective. | Model. | Total Proficiency Certificates. | |
| Aylmer, High School..... | 46 | 6 | 2 | 36 | 19 | 9 | 72 | 1 |
| Barrie, Collegiate Institute..... | 14 | 8 | 1 | 10 | ..... | 6 | 25 | ..... |
| Belleville, Albert College | 33 | 6 | 2 | 23 | 9 | 6 | 46 | 4 |
| Belleville, High School | 177 | 50 | 6 | 33 | 15 | 11 | 115 | 5 |
| Berlin | 23 | 5 | 1 | 16 | 12 | 11 | 45 | 1 |
| Brantford, Collegiate Institute..... | 44 | 13 | ..... | 29 | 3 | 2 | 47 | ..... |
| Brockville, High School..... | 47 | 3 | 1 | 15 | 5 | 4 | 28 | 1 |
| Carleton Place | 10 | 2 | 2 | 2 | ..... | 1 | 7 | ..... |
| Collingwood, Collegiate Institute..... | 140 | 27 | 5 | 68 | 27 | 30 | 157 | 4 |
| Fergus, High School..... | 44 | 5 | 1 | 21 | 5 | 10 | 42 | 1 |
| Hawkesbury, High School..... | 15 | 9 | 6 | 13 | 7 | 6 | 41 | 4 |
| Kemptville | 50 | 7 | ..... | 36 | 3 | 1 | 47 | ..... |
| London, Academy of Painting..... | 12 | 3 | 1 | 2 | 3 | 4 | 13 | ..... |
| “ Hellmuth College..... | 4 | ..... | ..... | ..... | ..... | 1 | 1 | ..... |
| Lindsay, High School..... | 64 | 8 | 1 | 21 | 2 | 3 | 35 | ..... |
| Morrisburg | 137 | 32 | 3 | 73 | 18 | 12 | 138 | 4 |
| Mount Forest | 22 | 3 | ..... | 7 | 2 | ..... | 12 | ..... |
| Niagara Falls, S., High School..... | 24 | 5 | ..... | 11 | ..... | 6 | 22 | ..... |
| Orangeville | 67 | 25 | 3 | 39 | 11 | 5 | 84 | ..... |
| Owen Sound, Collegiate Institute..... | 101 | 21 | ..... | 32 | 1 | 9 | 63 | ..... |
| Parkhill, High School..... | 46 | 13 | 1 | 30 | 30 | 5 | 79 | 2 |
| Perth, Collegiate Institute..... | 32 | ..... | ..... | 13 | 10 | ..... | 23 | ..... |
| Port Dover, High School | 13 | 3 | ..... | 11 | 6 | ..... | 20 | ..... |
| Seaforth | 108 | 39 | 2 | 35 | 10 | 36 | 122 | 4 |
| Strathroy, Collegiate Institute..... | 114 | 24 | 4 | 71 | 13 | 8 | 120 | 1 |
| St. Mary's | 74 | 13 | ..... | 48 | 10 | 12 | 83 | 1 |
| St. Thomas | 96 | 28 | ..... | 70 | 4 | 15 | 117 | ..... |
| “ Alma College..... | 36 | 16 | 4 | 8 | 7 | 14 | 49 | 6 |
| S.S. 10, Collingwood..... | 9 | 2 | ..... | 4 | 1 | ..... | 7 | ..... |
| Toronto, Wykeham Hall | 2 | 2 | ..... | ..... | ..... | ..... | 2 | ..... |
| Tilsonburg, High School | 8 | ..... | 1 | 6 | 2 | 3 | 15 | 1 |
| Whitby, Collegiate Institute..... | 91 | 21 | 6 | 45 | 15 | 14 | 101 | 6 |
| Whitby, Ontario Ladies' College | 19 | 3 | 1 | 5 | 6 | 3 | 18 | 2 |
| Woodstock, Collegiate Institute..... | 42 | 6 | 5 | 11 | 8 | 11 | 41 | 6 |
| Total..... | 1,764 | 411 | 59 | 844 | 265 | 258 | 1,837 | 54 |

Table N.—*High Schools, Colleges, etc.—Advanced Course.*

| NAME. | Number of Students for Examination. | PROFICIENCY CERTIFICATES TAKEN. | | | | | Total Proficiency Certificates. | Teachers' Certificates, full advanced course. |
|---------------------------------------|-------------------------------------|---------------------------------|---------------------|--------------------|---------------------|-----------------------|---------------------------------|---|
| | | Outline from Round. | Ornamental Drawing. | Shading from Flat. | Shading from Round. | Drawing from Flowers. | | |
| Belleville, Albert College..... | 3 | ..... | ..... | 2 | 2 | 1 | 5 | |
| Belleville, High School | 1 | ..... | ..... | 1 | ..... | ..... | 1 | |
| Collingwood, Collegiate Institute | 1 | ..... | ..... | 1 | ..... | ..... | 1 | |
| London, Hellmuth Ladies' College..... | 4 | ..... | 2 | 1 | 1 | 1 | 6 | |
| London, Academy of Painting .. | 10 | 2 | 1 | 3 | 2 | 1 | 9 | 1 |
| St. Thomas, Alma Ladies' College | 12 | 5 | 6 | 7 | 7 | 9 | 34 | 4 |
| Total..... | 31 | 7 | 9 | 15 | 12 | 12 | 56 | 5 |

TABLE O.—*High Schools, Colleges, etc.—Mechanical Course.*

| NAME. | Number of Students for Examination. | PROFICIENCY CERTIFICATES TAKEN. | | | | | Total Proficiency Certificates. |
|-----------------------------------|-------------------------------------|---------------------------------|------------------------|-----------------------|--------------------|---------------------|---------------------------------|
| | | Industrial Design. | Building Construction. | Advanced Perspective. | Advanced Geometry. | Mechanical Drawing. | |
| London, Academy of Painting..... | 2 | ..... | ..... | 1 | 1 | ..... | 2 |
| St. Thomas, Alma College | 9 | 2 | ..... | 2 | 1 | ..... | 5 |
| Whitby, Collegiate Institute..... | 1 | 1 | ..... | 1 | 1 | ..... | 3 |
| Total..... | 12 | 3 | ..... | 4 | 3 | ..... | 10 |

TABLE P.—Colleges—Special Subjects.

| NAME. | Number of Students for Examination. | CERTIFICATES TAKEN. | | | | | Total Certificates. |
|---------------------------------------|-------------------------------------|---------------------|---------------|---------------|--------------------|----------------|---------------------|
| | | Oil Painting. | Water Colors. | Wood Carving. | Modelling in Clay. | Repoussé Work. | |
| London, Hellmuth College..... | 4 | ..... | 3 | 2 | 2 | 2 | 9 |
| St. Thomas, Alma College..... | 4 | 4 | 4 | ..... | ..... | ..... | 8 |
| Whitby, Ontario Ladies's College..... | 5 | 4 | 1 | ..... | ..... | ..... | 5 |
| Total..... | 13 | 8 | 8 | 2 | 2 | 2 | 22 |

EXAMINATION 12TH AND 13TH AUGUST, 1887.

TABLE Q.—Teachers' Summer Classes—Primary Course.

| NAME. | Number of Students for Examination. | PRIMARY COURSE—PROFICIENCY CERTIFICATES TAKEN. | | | | | Total. | Number of Teachers' Certificates, full course. |
|----------------|-------------------------------------|--|-------------|-----------|--------------|--------|--------|--|
| | | Freehand. | Blackboard. | Geometry. | Perspective. | Model. | | |
| Durham..... | 15 | 3 | 1 | 3 | 2 | 2 | 11 | 1 |
| Fergus..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | 1 |
| Kingston..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | 1 |
| Stratford..... | 21 | 1 | 3 | 3 | 3 | 3 | 13 | 2 |
| Strathroy..... | 1 | ..... | 1 | ..... | ..... | ..... | 1 | ..... |
| Toronto..... | 23 | 7 | 3 | 12 | 6 | 10 | 38 | 3 |
| Total..... | 62 | 11 | 10 | 18 | 11 | 15 | 65 | 8 |

TABLE R.—*Teachers' Summer Classes—Advanced Course.*

| NAME. | Number of Students for Examination. | ADVANCED COURSE—PROFICIENCY CERTIFICATES TAKEN. | | | | Total. | Number of Teachers' Certificates. |
|------------------|-------------------------------------|---|---------------------|----------------|-----------------------|--------|-----------------------------------|
| | | Outline from the Round. | Ornamental Drawing. | Shading Round. | Advanced Perspective. | | |
| Belleville | 1 | 1 | | 1 | 1 | 3 | 1 |
| Thornbury | 1 | | 1 | 1 | | 2 | 1 |
| Total | 2 | 1 | 1 | 2 | 1 | 5 | 2 |

MEDALS AND CERTIFICATES AWARDED 1ST MAY 1887.

Gold Medal.

Presented by the Minister of Education, for Advanced Course ornamental design, drawing from the antique and original designs, Charles E. Wrenshall, Kingston.

Silver Medal.

Presented by the Minister of Education, for highest number of marks, in the Mechanical Course, Charles E. Wrenshall, Kingston.

Bronze Medal.

Presented by the Minister of Education, for the highest number of marks in the Primary Course in High Schools and Collegiate Institutes; Thos. H. Lennox, Collegiate Institute, Woodstock.

Bronze Medal.

Presented by the Minister of Education, for the highest number of marks in the Primary Course in Art Schools, Colleges and Mechanics' Institutes; Corie Winslow, Alma College, St. Thomas.

Silver Medal.

Presented by the Canadian Manufacturers' Association, for original designs, open for competition in Art Schools only.

1. Design for a Medal for the Association, Narcissa Bullis, Brockville.
2. Design for a Diploma, for the Dominion Exhibition, R. W. Crouch, Ottawa.
3. Design for a Cottage, with working plans and specification of costs not to exceed \$600, M. C. Eddy, Ottawa.
4. Design for a Panel for Sideboard, Nina Faircloth, Toronto.
5. Design for an Over-Mantel, Wm. Ferguson, London.

TEACHERS' PRIMARY ART CERTIFICATES (FULL COURSE).

(Continued from page 140 Minister's Annual Report, 1886.)

| NAME. | ADDRESS. | NAME. | ADDRESS. |
|--------------------------------|--------------|----------------------------|--------------|
| <i>Males.</i> | | <i>Females.</i> | |
| Robert Bowie | Brockville. | Clara R. Anderson | Stratford. |
| Jas. Bowerman | Napanee. | Annie R. Abraham | Stratford. |
| George C. Bowes | Owen Sound. | Kate M. Allan | Toronto. |
| C. Absalom | Seaforth. | Georgina A. Burdette | Belleville. |
| Gordon Campbell | Belleville. | Clara Brown | Tilsonburg. |
| A. Currie | Collingwood. | Emma Blackwell | Whitby. |
| Thos. Curtis | Stratford. | Hannah F. Breden | Kingston. |
| Peter Dallis | Seaforth. | Maggie Brophy | Kingston. |
| Robert Dezell | Owen Sound. | Lizzie Beech | Toronto. |
| John H. Davidson | Owen Sound. | Ainslie Borrow | Toronto. |
| Thurlow Fraser | Hawkesbury. | Mary Campbell | Perth. |
| Albert D. Griffin | Woodstock. | Kate Clendenan | Whitby. |
| Harry Greenleaf | Belleville. | Carrie Clendenan | Whitby. |
| Wm. H. Hiltz | Whitby. | Ella Campbell | Woodstock. |
| C. A. Higginson | Hawkesbury. | Annie M. Campbell | Belleville. |
| C. Hillyard | St. Marys. | Emma Cunningham | Collingwood. |
| Fred. H. Johnson | Owen Sound. | Maggie E. Clark | Stratford. |
| W. J. Knox | St. Marys. | Agnes Caulthart | Morrisburg. |
| Thomas H. Lennox | Woodstock. | Violet Crossby | Belleville. |
| Robert Frank Livingstone | Seaforth. | Mabel Carey | Kingston. |
| John M. Moran | Stratford. | Nellie Ewing | Seaforth. |
| Albert Maughan | Owen Sound. | Bertha Ezard | Milton. |
| Robt. Martin | Owen Sound. | Winfield Faulds | Aylmer. |
| Thos. Middlebro | Toronto. | Louie Francis | Whitby. |
| Wm. McLeod | Seaforth. | Clara Galbraith | Hamilton. |
| John D. McLaughlin | Hawkesbury. | Eveline Howard | St. Thomas. |
| George McGee | Collingwood. | E. Harper | London. |
| Archie McNeill | Owen Sound. | C. E. H. Holmes | Toronto. |
| Alex. McIntosh | Seaforth. | Levala Heacock | Toronto. |
| C. McIntyre | Parkhill. | Louisa J. Johnston | Stratford. |
| Chas. R. McCullough | Belleville. | C. Julien | Owen Sound. |
| Arthur B. McClean | Brockville. | Maggie Kennedy | Hamilton. |
| T. H. McGuirl | Collingwood. | D. Kilbourn | Parkhill. |
| J. B. Oliver | Toronto. | M. A. Lyon | Belleville. |
| John Petrie | Elora. | Amy Minty | Chatham. |
| Frank N. Pond | Owen Sound. | L. A. Moore | Kingston. |
| Thos. E. Reiy | Strathroy. | Ada Marsh | Thornbury. |
| Albert Richardson | Whitby. | Grace Minchen | Stratford. |
| Wm. H. Rice | Woodstock. | Florence Parker | St. Thomas. |
| George Robertson | Owen Sound. | Libbie McLean | St. Thomas. |
| Harry C. Riches | Toronto. | Lillie Nash | Morrisburg. |
| Chas. Ramage | Durham. | Florence Parker | St. Thomas. |
| Colin A. Scott | St. Thomas. | Gertie Robertson | Milton. |
| C. B. Shuttleworth | Toronto. | Jessie Robertson | Belleville. |
| John Templin | Fergus. | Kate H. Rowlands | Kingston. |
| J. Woelfle | Berlin. | Alice Stewart | Woodstock. |
| G. Ward | Collingwood. | Lily Swayze | Belleville. |
| A. C. Whittaker | Morrisburg. | Beulah Sutherland | Hawkesbury. |
| Rich. L. Weaver | Woodstock. | Hattie Storrs | Morrisburg. |
| R. B. Watson | Fergus. | Annie Shields | Whitby. |
| | | Margaret Shields | Kingston. |
| | | Jennie C. Shaw | Kingston. |
| | | Minnie Shields | Kingston. |
| | | May Spencer | Toronto. |
| | | Jennie Trachsell | Stratford. |
| | | Alice Twining | Belleville. |
| | | Carrie Van Buskirk | St. Thomas. |
| | | Corie Winslow | St. Thomas. |
| | | Minnie W. Weir | Stratford. |
| | | Maggie Wilkinson | Brockville. |
| | | Annie A. Wells | Stratford. |

Advanced Course, Teachers Certificates.

| | |
|----------------------------|---------------------------|
| Jennie Teeple, St. Thomas. | Bertha Campbell, Whitby. |
| E. D. Wallace, “ | Jennie C. Shaw, Kingston. |
| Florence Parker, “ | Mrs. E. A. Power, “ |
| Libbie McLean, “ | Charles E. Wrenshall, “ |
| Colin A. Scott, “ | Ida Mitchell, London. |
| S. K. Davidson, London. | Emma Clarke, Belleville. |
| Ella Walker, Whitby. | Ada March, Thornbury. |

Mechanical Course, Teachers Certificates.

| | |
|-------------------------|-----------------------|
| E. Roberts, Parkdale. | R. Holmes, Stratford. |
| E. Wrenshall, Kingston. | |

REPORT OF THE BROCKVILLE ART SCHOOL FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—I have the honor to submit the following report of the Brockville Art School for the season of 1886-7.

This is the first year of its existence, it having been established October 1st, 1886, and duly incorporated on January 26th, 1887.

Classes were conducted between October 1st, 1886, and May 1st, 1887, on four evenings and five afternoons in each week (with the exception of holidays at Christmas and Easter) when instruction was given as follows :—

Primary Course—36 Lessons.

| | |
|--------------------------|-----------|
| Freehand Drawing | 50 Pupils |
| Practical Geometry | 29 “ |
| Linear Perspective | 35 “ |
| Model Drawing | 31 “ |
| Blackboard Drawing | 30 “ |

Advanced Course—36 Lessons.

| | |
|------------------------------|------------|
| Outline from the Round | 20 Pupils. |
| Ornamental Design | 5 “ |
| Shading from the Flat | 12 “ |
| “ “ Round | 23 “ |
| Flower Drawing | 22 “ |
| Machine Drawing | 1 “ |

Color Class—17 Pupils.

The work of the Color Class has consisted almost exclusively of still life studies in oil, though portraits in oil and studies in water color have received some attention.

Life Class—3 Pupils.

The day classes for drawing from the life and painting in oil and water colors will be continued till July 1st, and an out-door sketching class is about to be established, for which the scenery about Brockville is particularly encouraging.

The receipts and expenditure up to May 1st, were as follows :—

| <i>Receipts.</i> | |
|--------------------------------|----------|
| Fees from pupils | \$295 00 |
| <i>Expenditure.</i> | |
| Rent, fuel, light, etc. | \$108 20 |
| Stationery and postage | 5 54 |
| Printing and advertizing | 16 70 |
| Sundries | 10 20 |
| Paid to Instructor | 154 36 |
| | <hr/> |
| | \$295 00 |

JAMES H. FULFORD,
Treasurer.

Brockville, May 1st, 1887.

REPORT OF THE HAMILTON ART SCHOOL, FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—On behalf of the Board of Directors of the Hamilton Art School, I have the honor to submit the following report for the year 1886-7.

The following gentlemen constituted the Board for the year, viz. :—

J. M. Gibson, M.P.P., President ; B. E. Charlton, Vice-President ; R. Fuller, Secretary-Treasurer ; Samuel Barker, W. H. Judd, John Knox, Rev. Samuel Lyle, B.D., T. H. MacPherson, W. A. Robinson, A. T. Wood, Alexander McKay (Mayor) and R. Hill (Chairman of the Board of Education.)

New class-rooms were secured in the Canada Life Assurance Building, and after the necessary alterations were made, and such additional equipment as was thought necessary was provided, the classes were opened during the month of October under Mr. S. John Ireland, Principal, and Miss Banting as Assistant Teacher.

The number of pupils enrolled during the year was 236, but the average attendance was considerably below the total enrolment.

The number of pupils who received instruction in the following stages of the Art and technical courses during the year, were as follows :—

| | |
|---|-----|
| Freehand Drawing | 188 |
| Practical Geometry | 39 |
| Practical and Linear Perspective | 92 |
| Model Drawing | 141 |
| Memory Drawing | 49 |
| Shading from Flat copies | 43 |
| Outline Drawing from the Round | 38 |
| Shading from the Round | 58 |
| Advanced Perspective | 8 |
| Advanced, Plane, Solid and Descriptive Geometry | 31 |
| Industrial Design | 5 |
| Machine Drawing | 30 |
| Modelling in Clay | 2 |

A very considerable addition has been made to the equipment of the School in the shape of apparatus, casts of various kinds, authentic and historical examples, and general furnishing, so that at the present time we have a School which, in respect of situational advantages of perfect light, appliances generally, and the qualifications of the Principal is all that can be desired.

While many pupils who entered the School at its opening through motives of curiosity have dropped out, and others have shown a want of perseverance and become discouraged through failure to accomplish everything at once, it is gratifying to be able to report that, both in the afternoon and evening classes, excellent progress has been made by many of the pupils.

The total number of successful pupils at the Government examinations held in April last was thirty-four, who took sixty-three certificates of the Primary Grade, and eighteen certificates of the Advanced Grades, the total success being eighty-one.

Many of the evening pupils found it impossible to absent themselves from their daily avocations for the purpose of taking these examinations.

No paintings or models were sent to Toronto for examination, on account of the instructions to do so being omitted on the schedules supplied from the Department.

The certificates awarded were for proficiency in the following subjects:—

Primary.

| | |
|-----------------------------|----|
| Freehand Drawing | 24 |
| Blackboard and Memory | 7 |
| Plane Geometry | 6 |
| Perspective | 3 |
| Model Drawing | 23 |

Advanced.

| | |
|-----------------------------------|----|
| Design for Ornament | 1 |
| Shading from Flat Copies | 12 |
| Shading from the Round | 2 |
| Drawing Flowers from Nature | 3 |

The following is an abstract of the receipts and expenditure for the year, accounts having been duly audited, and the Auditor's report submitted to the annual meeting:—

Receipts.

| | |
|--|------------|
| Students' fees | \$1,160 72 |
| City grant | 300 00 |
| Interest | 25 76 |
| Government grant | 400 00 |
| “ “ for certificates | 54 00 |
| Members' annual fees | 125 00 |
| Balance on hand at beginning of year, and transferred from life members' subscriptions during the year | 713 97 |
| | <hr/> |
| | \$2,779 45 |

Expenditure.

| | |
|----------------------------------|------------|
| Salary of Principal | \$1,304 72 |
| “ Assistant | 390 00 |
| Rent | 495 83 |
| Gas | 64 43 |
| Advertizing, printing, etc | 125 48 |
| Furnishing, equipment, etc | 389 44 |
| Sundries | 9 55 |
| | <hr/> |
| | \$2,779 45 |

RICHARD FULLER,
Secretary.

Hamilton, May 1st, 1887.

15 (E.)

REPORT OF THE KINGSTON ART SCHOOL FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—I have pleasure in laying before you the following report of the School for the year ending 1st May last.

The School opened in the beginning of October, 1886, and closed at the end of April, 1887.

The staff consisted of two teachers—Mr. H. W. Poor, Principal, and Miss F. Kinton, assistant.

The pupils in the different classes were :—

| | |
|----------------------|----|
| Advanced Class | 17 |
| Primary " | 54 |
| Painting " | 27 |

At the examinations the pupils took 113 certificates (proficiency) ; 1 Grade B certificate ; Gold Medal for best work in Advanced Drawing, and Silver Medal for highest number of marks in Mechanical Drawing. Both of these medals were won by Mr. C. E. Wrenshall, who has now been appointed Principal of the School. In addition to the above, 21 of the pupils were awarded Medals and Diplomas for work (in Oils, Water Colors and Design) sent to the Indian and Colonial Exhibition at London, England.

The financial report of the School's affairs has been duly audited and found correct. It is as follows :—

Receipts.

| | |
|--|------------|
| Balance from previous year | \$ 61 39 |
| School fees | 306 30 |
| Subscriptions (including Government grant) | 907 00 |
| | <hr/> |
| | \$1,274 69 |

Disbursements.

| | |
|---------------------------------------|------------|
| Salary of H. W. Poor, Principal | \$500 00 |
| " Miss F. Kinton, Assistant | 300 00 |
| " Caretaker | 18 00 |
| Gas | 23 57 |
| Coal | 65 00 |
| Rent | 150 00 |
| Note and interest | 144 16 |
| Printing and advertising | 60 20 |
| Sundries | 11 15 |
| Balance on hand | 2 61 |
| | <hr/> |
| | \$1,274 69 |

ASSETS AND LIABILITIES.

Assets.

| | |
|-----------------------------|----------|
| Cash on hand | \$ 2 61 |
| Furniture, casts, etc. | 253 20 |
| | <hr/> |
| | \$255 81 |

Liabilities.

| | |
|-----------------------|----------|
| Accounts unpaid | \$ 67 85 |
| Balance | 187 96 |
| | <hr/> |
| | \$255 81 |

W. B. WATERBURY,
Secretary.

Kingston, 1st May, 1887.

 REPORT OF THE LONDON ART SCHOOL FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—I beg to state that the Report for the Western School of Art, London, was made up to the end of the year 1886, and up to that date is included in your last Annual Report.

From January to April, 1887, we had evening classes with an attendance of 51.

We have a summer term now going on which is self-sustaining, the funds of the School not being taken to pay the teachers who receive the pupils' fees only for their services.

The receipts and expenditure from 1st January to 1st May was as follows:—

Receipts.

Fees received from pupils..... \$120 00

Expenditure.

Paid three Teachers \$72.00 each..... \$216 00

Rent of Rooms, January to April..... 75 00

Sundry Accounts..... 37 00

\$328 00

CHARLES CHAPMAN,

Secretary-Treasurer.

London, 1st May, 1887.

REPORT OF THE OTTAWA SCHOOL OF ART FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—I have the honor to submit the following statement showing the operations and position of the Art Association of Ottawa for the past year, such statement being compiled from the report presented at its annual meeting. The Association numbers for the year, 50 ordinary, and 30 life members.

The School opened for its eighth session on the 1st of November, 1886, and closed on the 30th of April 1887.

The teaching staff of the year consisted of seven:—Mr. Chas. E. Moss (head master,) Mr. Robin L. Paley, Mr. G. F. Stalker, Mr. J. T. Bowerman, Mr. J. B. Lamb, Mr. W. H. Burn, and Miss Barrett (art needlework).

During the session, the total number of names of students on the books, was 184. Of these, no less than 125 entered in the first month. In addition to the above, the class for art needlework, aggregated 36 pupils.

The following shows the occupations of students of the session in the evening classes, and indicates the variety and extent of the trade interests affected by the existence of the school: Carpenters, 15; machinists, 5; stone cutters, 7; cutter, 1; stair builders, 3; engravers, 2; boatbuilders, 2; electricians, 1; lithographers, 2; gunmaker, 1; painter, 1; plasterer, 1; church decorator, 1; carriage painter, 1; printers, 3; farmer, 1; jeweller, 1; railway conductor, 1; clerks, 8. The fee for these classes is nominal, being one dollar a month, only entitling to 24 lessons a month.

The work of the school sent through your Department to the Colonial and Indian Exhibition in London, was recognized by the award of 47 commemoration medals and diplomas.

The pupils of the school submitting to the government examinations held on the close of April last gained 56 certificates.

The Canadian Manufacturers' Association offered for competition amongst all Art Schools of the Province four silver medals, viz : for a design for a medal, a design for a diploma, a design for a carved panel for a sideboard, a design for a summer cottage. Two competitors of this School were successful, Mr. M. C. Edey, for a summer cottage, and Mr. R. Crouch for the diploma design.

The Ontario Government having offered a gold medal for competition amongst all the Art Schools of the Province, three pupils of this school sent in work, but the school did not repeat this year the distinction, gained last year, of being its winner.

In the winter of 1885-86 the increasing numbers of students were accommodated by the leasing of a portion of the adjacent premises, the result being cramped space, defective ventilation and heating, and dissatisfaction.

During the summer accordingly, an extension of the school building was erected. The whole school was heated with hot water apparatus, and various sanitary and other improvements were effected. The new building has been occupied throughout the past session.

The annual presentation of prizes gained during the season took place on the 30th of May, 1887. His Excellency the Marquess of Lansdowne, who was accompanied by Lady Lansdowne, made the presentations.

Amongst the many and valuable prizes given was a silver bowl donated by His Excellency. This the chief prize, was set apart, this year, for the branch of design, in order to the encouragement of that important section of the school work.

The exhibition of pupils work remained on view for one week and was attended by a large number of visitors.

A loss has this year been incurred by the school in the departure, for the practice of his profession, of its head master, Mr. Charles E. Moss ; for the past three years the school has benefited by his able and thorough teaching.

The following extract from the current annual report may be of some interest as summing up certain conclusions reached by the governing council of the school in respect of the season now past.

"From an analysis of the record of the school work it is shown that on the score of advancement in the practical study of art in several of its most important phases there is fair occasion for congratulation. Work has been done during the year which, considering the limited extent of the opportunities at hand for comparative study in the way of museums and art collections, is creditable to both students and teachers. There has been a distinct gain in both the preceptive and executive faculties of the pupils of the school ; the circle of those taking a personal interest in art work has been considerably increased ; and the association has fully borne out the noblest characteristic of the great mistress it serves, by receiving with open arms all to whom the desire has come to share her teachings. The association, however, is not exempt from the rule that experience must be the test of measures, and the experience of the past season may, perhaps, serve to show that it may be not only no detriment but an advantage to postpone attempts to afford education save in those branches of art work for which the pupil is, by previous training or natural ability, to some extent prepared. The same experience will also show that while the policy adopted of endeavoring to enlist the sympathies and cultivate the taste and faculties of the younger members of the community, is judicious, any concessions in this direction will have to be watched with a careful eye, and be granted only under the restraint and directing influence of an earnest, steady purpose, and a high personal character. With the steps, however, to be taken for setting aright whatever is amiss, and for the avoidance of any errors made in the past it will be the business of your now to be appointed council to deal. It is the duty of outgoing members to record experiences for future benefit."

FINANCIAL STATEMENT.

The following is the financial statement of the Treasurer, duly audited and found correct :—

Summary statement of receipts and expenditure, 1886-87 :

| <i>Receipts.</i> | |
|---|-----------|
| Balance in hand, May, 1886..... | \$ 156 88 |
| Donations | 335 00 |
| Subscriptions, 48 at \$5 each | 240 00 |
| Grants—Ontario Government | 400 00 |
| Royal Canadian Academy | 150 00 |
| Students' fees | 766 25 |
| Loan, net proceeds | 1,981 29 |
| Proceeds of sale of old stoves, etc..... | 24 84 |
| | <hr/> |
| | 4,054 26 |
| Expenditure as per statement attached | 4,044 27 |
| | <hr/> |
| Balance available at date | 9 99 |

| <i>Expenditure.</i> | |
|---|------------|
| Salaries of teachers..... | \$1,387 50 |
| Heating | 179 11 |
| Light | 78 70 |
| Printing and advertising..... | 36 15 |
| Rent (bal.) | 22 00 |
| Caretaking, etc | 35 65 |
| Interest on mortgage..... | 31 50 |
| Insurance (three years in advance)..... | 41 85 |
| Furnishing | 41 95 |
| Casts and drawings | 62 95 |
| Life models..... | 50 48 |
| Examiner's fee | 10 00 |
| Miscellaneous | 6 25 |
| New building (extension)..... | 2,060 18 |
| | <hr/> |
| Total | \$4,044 27 |

(Signed), DOUGLAS STEWART, Treasurer.

FREDERICK A. DIXON, Secretary.

Ottawa, 1st May, 1887.

REPORT OF STRATFORD ART SCHOOL, FOR THE YEAR ENDING 1ST MAY, 1887.

On behalf of the Board of Directors I beg leave to submit to you the following report of our Art School for the year ending the 1st of May, 1887 :—

The school is governed by a Board of Directors elected annually, the following being the names of those constituting the Board for the present year, viz.:—President, J. M. Dunsmore, M. D.; Vice Presidents, A. Aird Adair (Barrister), Alderman Jameson; Secretary, C. A. Mayberry, B.A.; Treasurer, Jno. Davidson, B.A.; Directors, Jno. B. Wilson, B.A., Jas. Trow, M.P., S. R. Hesson, M.P., Jas. O'Loane, P.M., Jas. Steet, J.P., Wm. Alexander, P.S.I., Alderman Brown.

The following have constituted the staff during the year, viz.:—Wm. McBride, M.A., Managing Head Master; R. Holmes, Grade A.; Miss J. Denovan, Miss N. Freeman (part of term).

The school opened on the 1st of October, 1886, and closed on the 30th day of April, 1887.

There were two terms in which the following classes were taught:—Primary Day Class, five days a week, terms \$1.00 per month; Primary Evening Classes, three afternoons a week, terms \$3.00 for 30 lessons; Afternoon Advance Classes, three afternoons a week, terms \$6.00 for 30 lessons; Evening Advance Classes, three evenings a week, terms \$3.00 for 30 lessons; optional subjects including painting in oils, water colors, etc., lessons arranged for hours to suit students, terms 25 cents per lesson of two hours; special classes for teachers, four days a week, terms \$2.00 for 25 lessons.

Of the students attending the school, the following is the division according to the subjects taken up:—

Primary Course.

| | |
|--------------------------|-----|
| Freehand Drawing | 198 |
| Practical Geometry | 159 |
| Linear Perspective | 101 |
| Model Drawing | 198 |
| Memory Drawing | 132 |

Advance Course.

| | |
|---------------------------------|---|
| Shading from the "Flat" | 6 |
| Outline from the "Round" | 4 |
| Shading from the "Round" | 6 |
| Drawing from flowers, etc. | 2 |
| Ornamental design | 2 |

Mechanical Course.

| | |
|---|----|
| Projection and Descriptive Geometry | 4 |
| Machine Drawing | 4 |
| Painting in Oils and Water Colors | 18 |

The financial report of the Board is represented by the following summary of the accounts for the year, which have been duly audited and found correct:—

TREASURER'S STATEMENT.

Receipts.

| | |
|-------------------------------------|----------------|
| Students' fees | \$360 45 |
| Proceeds of a note discounted | 446 75 |
| | <hr/> \$807 20 |

Expenditure.

| | |
|--|----------------|
| Salaries of teachers | \$700 00 |
| Printing, advertizing, stationery, etc. | 19 57 |
| Studies, etc | 32 13 |
| Caretaker's wages | 23 25 |
| Sundry accounts | 24 25 |
| | <hr/> \$799 20 |
| Balance in hand | <hr/> \$8 00 |

C. A. MAYBERRY,
Secretary.

Stratford, 1st May, 1887.

REPORT OF THE TORONTO SCHOOL OF ART FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—I have the honor to herewith submit the Report of the Toronto School of Art.

The school is governed by a Board of Directors, consisting of Messrs. J. E. White, M.D., James Magee, J. B. Boustead, Warring Kennedy, W. D. Matthews, jr., G. McMurrich, M. Staunton, S. J. Moore, R. J. Smith and A. J. Reading.

The following were elected officers:—Dr. J. E. White, President; S. J. Moore, Treasurer; and A. J. Reading, Secretary.

The session opened on October 27th, 1886, in the Education Department Buildings, and continued uninterruptedly throughout the winter months, and until two full sessions of thirty-six lessons each were completed.

The course of study taught comprised the subjects laid down by the Regulations of the Education Department concerning Art Schools, viz:—

Primary Course.—Freehand Drawing from the Flat, Model Drawing, Practical Geometry, Linear Perspective, Memory and Blackboard Drawing.

Advanced Course.—Shading from the Flat, Advanced Perspective, Outline Drawing from Round, Shading from the Round, Drawing from Natural Objects.

Mechanical Course.—Plain and Solid Geometry, Ornamental Design, Industrial Design, Machine Drawing, Building Construction.

Special subjects taught were, Painting in Oils, Modelling in Clay.

| | |
|--|--------|
| The terms were, for afternoon classes..... | \$7 00 |
| “ “ evening “ | 3 00 |
| “ “ special subjects..... | 7 00 |

The sessions consisted of thirty-six lessons of two hours each, and were held on Monday, Wednesday and Friday of each week.

For the seventh session ending December, 1886, there were 96 pupils in attendance. Of these

| | |
|----|------------------------------------|
| 48 | were taught in the Primary Course. |
| 43 | “ “ Art Course. |
| 22 | “ “ Mechanical Course. |
| 13 | “ “ Painting Course. |
| 10 | “ “ Modelling in Clay Course. |

For the season ending in April, 1887, there were 83 pupils in attendance, of whom

| | |
|----|------------------------------------|
| 32 | were taught in the Primary Course. |
| 27 | “ “ Art Course. |
| 16 | “ “ Mechanical Course. |
| 18 | “ “ Painting Course. |
| 10 | “ “ Modelling in Clay Course. |

The session was brought to a close with the usual Departmental Examinations.

The receipts and expenditure were as follows:—

| <i>Receipts.</i> | |
|-------------------------|----------|
| Fees of pupils..... | \$943 71 |
| <i>Expenditure.</i> | |
| Teachers' salaries..... | 771 74 |
| Sundry accounts..... | 171 97 |
| | <hr/> |
| | \$943 71 |

J. E. WHITE, M.D.,
President.

TORONTO, 1st May, 1887.

REPORT OF THE TORONTO WEST END SCHOOL OF ART FOR THE YEAR ENDING
MAY 1ST, 1887.

(This School is under the same management as the Toronto School of Art).

SIR,—I have the honor to submit herewith the first annual report of the West End School of Art.

In accordance with the wishes of the Board of Directors, after consultation with yourself, I interviewed a number of the large manufacturers and other large employers of skilled labor in the west end of the city, on the propriety of establishing in the West End an Art School for the advantage of their employes. From the cordial approbation given by all, I felt justified in reporting favorably on it and proceeded to engage suitable rooms and teachers for the classes. The classes were held through the kindness of the Public School Board in the Niagara Street School Buildings, on Monday, Wednesday, and Friday evenings from 7.30 to 9.30. The teachers appointed were E. K. Babington and R. L. Smith. The school was opened on the evening of the 6th January, the rooms being crowded, and much interest being manifested in the work of the school.

The course of instruction consisted of the Primary and Advanced technical courses as laid down in the curriculum of the Education Department, and was followed steadily during two full terms of thirty-six lessons,—each of two hours. Forty mechanics of various callings and several young ladies attended the opening, and were enrolled as students, subsequently these were increased until they reached the respectable number of fifty-six.

The instruction given was of the most practical character; the aim being to make this purely a mechanics' school for practical drawing and applied designing.

Practical working drawing, (such as could be used direct from the school to the shop) in the construction of machinery, was encouraged, and every opportunity taken to show to the pupils the practical application of the course of teaching as well as the principles underlying the work.

Many of the students advanced rapidly and had practical architectural drawing taught them, that might be immediately used in the carpenter or cabinetmakers' shop, or in the construction of their own homes.

Freehand drawing, model drawing, geometry, perspective, and technical drawing applicable to the various industries represented in the school, constituted the course for the elementary pupils. In those further advanced, the course included shading from flat examples, advanced perspective, but particular attention was devoted to the technical mechanical course. Practical tuition was imparted in plain and solid geometry, linear and advanced perspective, industrial and ornamental design, as well as crayon work.

Through the kindness of Mr. Abell, 30 models of parts of machinery were placed in the school for the use of the students and were exceedingly useful.

Practical *original* work is also a strong feature of the course of instruction in the West End School. Original work and its advantages being impressed upon each individual, and all encouragement given to bring forth their own devices and conceptions.

I must express my feelings of satisfaction at the success which has attended the opening session of this artizan's school, and thank you for the encouragement you have given and the interest you have taken in its success. I consider it the most excellent practical step in the education of the working classes that has been taken in Toronto for a long time, and have confidence in its great value to the mechanics of the western portion of Toronto who would never have been persuaded to come to the centre of the city for tuition. Appended you will find a list of the callings of the students, which, I am sure, you will agree with me completely carries out the intention of making this the Practical Mechanics' School, *par excellence*.

| | Number. | | Number. |
|-----------------------|---------|------------------------------|---------|
| Machinists | 15 | Millwrights | 2 |
| Wood Carvers | 2 | Pattern Makers | 1 |
| Stone Cutters | 2 | Die Sinker and Modeller..... | 1 |
| Carpenters | 6 | Painter | 1 |
| Clerks | 3 | Moulder | 1 |
| Bookkeepers | 2 | Bookbinder | 1 |
| Glass Cutters | 1 | Cabinetmakers | 2 |
| Engravers | 3 | Solderer | 1 |
| Attending School..... | 3 | Ladies | 9 |
| Brass Finishers..... | 1 | | |
| | | Total..... | 57 |

Total registered pupils taught during the two terms..... 57

(Male pupils, 46. Females, 9.)

Number of certificates taken after one term's teaching..... 13

„ of pupils taking the examination 13

J. E. WHITE, M.D.

President.

REPORT OF THE ONTARIO SOCIETY OF ARTISTS FOR THE YEAR ENDING 1ST MAY, 1887.

SIR,—On behalf of the Executive Committee of the Society I have pleasure in laying before you the following report :—

Membership.—Very little change has to be reported in this line. Three members have resigned, and although several applications for admission have been received, the Committee, being desirous of raising the standard of excellence, have only elected one new member: others will probably follow. It is more than satisfactory to observe the ever increasing recognition by the Artists of Ontario of the value of belonging to our Society.

Exhibitions.—With regard to the regular sales of pictures the Committee cannot report anything of importance, as very little information has come under its notice, but it is believed that Art matters are somewhat improving; still, the Artists of Ontario have cause for complaint arising largely from the action of dealers filling our limited market with cheap foreign work. Our last annual exhibition was another step in advance of previous ones, in point of quality of work and number of pictures. The greater number were of medium size and therefore more salable. Last summer the Committee of the Industrial Exhibition requested this Society to resume control of its Fine Art Department. The Committee of our Society obtained favorable terms, including permission to establish a branch of our Art Union at popular prices in connection with said exhibit. This proved a stimulus to the Artists to fill the walls with good work, and although the time to prepare was short the exhibit was a great success. With regard to the results of the Art Union we regret to report that through anxiety to give the public every reason to be satisfied with our operations, the prize list was made somewhat large and a small loss is the result.

This year the Industrial Exhibition Committee has requested the Society to again undertake the work under similar conditions as last year, which invitation we have deemed it wise to accept, and we sincerely trust that every member will heartily co-operate with the Executive Committee in its endeavors to make the next exhibition a still greater success. Our Committee desires to express its grateful acknowledgment of the generous kindness of the "Century Company," of New York, in lending for exhibition a large and valuable collection of black and white drawings made expressly for that magazine, a study of which not only repaid the art-loving public but was of great value to our professional brethren.

Classes.—In view of the fact that industrial drawing is more especially to be the object of Art Schools under the control of the Education Department, the Committee took into consideration again the advisability of opening classes for the higher branches of Art, and accordingly re-commenced a School of Art on January 3rd, under the management of Mr. Cruickshank. The experiment may be regarded as satisfactory, and it remains for the Society to give its assent to the continuance of the School or otherwise. Your attention is respectfully directed to specimens of pupils' work on exhibition in the Society's rooms.

It was the intention of the Committee to institute a life class in connection with the School, but very few pupils signified their desire to join such a class, consequently the matter was quietly dropped.

Arrangements were made with the Council of the Royal Canadian Academy for the conducting of a life class for the special benefit of our own members, but from various causes this class, like its predecessors of past years, lived a little while and then expired.

Art Union.—As a special report on Art Union matters is usually presented by the Chairman of that Committee I need only refer you to his report for information upon the subject.

Financial.—The financial position of the Society is on the whole satisfactory, although the balance in hand is somewhat smaller than formerly, which may be accounted for by the larger losses we have sustained on exhibitions than ordinary, and from the amount of outstanding fees. The balance sheet is herewith laid before you with the hope that the administration of the Executive Committee will prove satisfactory.

As part of the duty of this Society is to watch over the Art interests of Ontario, I would suggest that all, more especially the distant members, shall consider it a duty and privilege to communicate to the Secretary the movements of Art matters in their neighborhoods, so that we may be constantly informed of the progress of Art in every part of our Province.

STATEMENT OF RECEIPTS AND EXPENDITURE.

Receipts.

| | |
|---|------------|
| Balance from 1886, (May 1st, 1886)..... | \$784 42 |
| Grant from Ontario Government | 500 00 |
| Members' Annual Fees..... | 520 00 |
| | <hr/> |
| | \$1,804 42 |

Expenditure.

| | |
|-----------------------------------|------------|
| Rent and Insurance..... | \$452 16 |
| Salaries | 400 00 |
| Caretaker..... | 87 50 |
| Loss on Exhibition, 1886..... | 188 15 |
| Loss on "Century" Exhibition..... | 173 60 |
| Gas, etc..... | 48 79 |
| Curtains | 38 15 |
| Stationery, etc..... | 59 10 |
| Plumber..... | 1 10 |
| | <hr/> |
| | \$1,448 55 |
| Balance in favor of Society | 355 87 |

Toronto, 1st May, 1887.

WILLIAM REVELL,
Vice-President.

APPENDIX L.—*SCIENTIFIC SOCIETIES.*

REPORT OF THE CANADIAN INSTITUTE, TORONTO, FOR THE SESSION 1886-7.

(This Report is printed separately.)

REPORT OF L'INSTITUT CANADIEN-FRANÇAIS DE LA CITÉ D'OTTAWA, 1886-7.

The Council of L'Institut Canadien-français has the honor to transmit its annual report, which it is hoped will meet your approval.

Our Literary Proceedings.

As soon as the new Council was elected last fall, its first duty was to organize the ordinary public lectures, which, as usual, were well patronized and promised from the beginning to be fruitful.

The following lectures were given during the month of December and part of January :

1st. "Political Economy," by Hon. B. de la Bruère, President Legislative Council, Province of Quebec.

2nd. "Jean Bart," by Rev. Father Fillâtre, O.M.I.

3rd. "An Episode of the French Revolution," by P. J. U. Baudry, Asst. Clerk, P. C.

4th. "Gas and Water," with experiments, by Prof. A. L. Tournet.

5th. "Retrospective Events of 1886," by Chas. Caron.

The above entertainments were suddenly interrupted on the 18th January by the destruction by fire of our building, and for the same reason

Our Scientific Operations,

which were to be resumed at the latter end of January, and for which proper accommodation had been provided for our classes of drawing and mineralogy, were paralyzed.

Our Financial Position.

In consequence of the above mentioned disaster our Institution has been brought to the nearest point of bankruptcy. Our insurances being only \$8,000, we have, therefore, not only sustained a loss of \$23,000, but we were left with an indebtedness of over \$5,000. However, we are not discouraged by this calamity. We at once transferred our headquarters to the basement of the building owned by L'Union St. Joseph, and generously put at our disposal by the same, and our weekly meetings were never interrupted. The future is still before us, and, although not very bright, we hope that with the sympathy which has never failed us, and with the help of the Local Government, which might see fit, under the circumstances, to materially increase our grant at least for the coming year, to resume our former position and attain the object for which our society was established.

Respectfully submitted,

F. R. E. CAMPEAU,
President.

Ottawa, 20th May, 1887.

REPORT OF THE OTTAWA LITERARY AND SCIENTIFIC SOCIETY, 1886-7.

The Council of the Society has the honor to submit the following report on its affairs for the year ended on the 31st March, 1887 :—

In presenting its report the Council feels that it can congratulate the Society upon the fact that the last year has been marked by a fair degree of prosperity. During the year forty-six new members have been added, seventeen have resigned, and two have died. This shows an apparent gain of twenty-seven members, but several have discontinued their subscriptions, and consequently can scarcely be considered as *bona fide* members. The balance at the credit of the Society is \$286.73, an increase of \$148.72 over last year. The total revenue was \$1,114.80, made up as follows :—

Members' subscriptions, \$578.50, an increase of \$58.58 over last year and the largest amount ever received from this source; lecture tickets, \$98.05, an increase of \$3.05; cash taken at lectures, \$37.50, increase of \$14.20; periodicals sold, \$35.70, increase of \$1.05; rent of class room, \$52, increase of \$5; waste paper, \$4.20, nothing received on this head last year; Government grant, \$300, the same as last year. There was an increase in every item of revenue except Government grant, the total being \$86. The expenditure was \$957.63, \$26.82 more than last year. The total indebtedness of the Society is \$552.84. This compared with the balance of \$286.73 shews the Society to be liable for \$266.11 more than it has actually in hand. Of this amount, however, the sum of \$256 consists of unpaid debts of last year. A large amount of arrears of members' subscriptions is owing. In order to meet our liabilities it will probably be necessary to compel payment of these arrears, and this our Act of incorporation undoubtedly empowers us to do.

The Library has been well patronized during the year. The number of people who took out books was 183, and 1,309 books were taken out. The number of books belonging to the Library is 2,174; 51 of these are missing. Sixty-three books were added during the year—38 by purchase, 10 by presentation, and 15 volumes of magazines were bound. The Library stands in need of considerable additions, particularly novels; more books were taken from that section than from the whole of the other sections together, while the number contained in it is comparatively small. Many novels are quite worn out by constant use and should be withdrawn for repairs.

The Reading Room has been well attended and seems to give general satisfaction. Two magazines were added to those already taken, viz.: "Outing" and "The Forum." Mr. J. B. Halkett has kindly donated some valuable chess periodicals. The *Canadian Lumberman* has changed hands and is no longer presented to the Society. A copy of each of the daily city papers, *The Citizen*, *Free Press* and *Journal*, is presented by the publishers. The Council considers that the thanks of the Society are due the publishers of these papers for their kindness. The remainder of the papers and periodicals are procured through the contractor, Mr. Durie.

There is little change to report in the affairs of the Museum. Dr. J. A. Grant kindly presented to it two valuable cases of insects. Mr. J. Graham, of New Edinburgh, and the Curator, have presented, specimens of local fossils, and a herbarium of local flora is in process of formation. The pairs of deer-horns are to be properly mounted and set upon the walls.

With reference to the course of lectures some changes were made in the programme as printed and distributed. Owing to various reasons one lecture was unavoidably omitted.

The Council had the good fortune to obtain, in addition to the regular course, a lecture from Mr. Thomas Cross, Secretary to the Canadian Commission, on "The Colonies and India in London." The cordial thanks of the Council are hereby tendered to the gentlemen who delivered the lectures and read the papers of the last winter's course, all of which afforded pleasure and benefit to those who had the good fortune to hear them.

The Society was invited to appoint a delegate to the last meeting of the Royal Society, and the Council, in whose hands the matter was left, appointed the President,

Mr. W. P. Anderson. Mr. Anderson duly attended the various sessions and gave an account of the work of this Society and of its aims. The Society has recently been invited to appoint a delegate to the next meeting of the Royal Society and the Council suggests that the matter be left for the incoming Council.

At the commencement of the year the Council, finding the position of Custodian vacant, appointed Mr. R. W. Crouch thereto. Mr. Crouch has been faithful and diligent in the discharge of his duties, and his relations with the members of the Society have been very satisfactory. The Council considers that it has reason to congratulate the Society upon having so efficient a Custodian.

Attention has been already directed to the fact that the lease of these premises will expire on the 1st May, 1888. Two general meetings of the Society have been held to consider what to do then; the matter has been very fully discussed, and a good deal of information as to available buildings, building sites and cost of erecting a building, has been obtained and imparted to the Society. The Society has declared by resolution that in the interests of the Society it is desirable to procure a building for it." The question is probably the most important that has ever been before us, and the Council is extremely anxious that it may be solved in a way that will lead to the Society's well-being. The Council, upon going out of office, feels confident that its successors will be men thoroughly capable of dealing with the matter. The question is: Will the Society support its resolution by contributing a sum of money that will warrant the new Council entering into the obligations that the purchase of a building will entail? It has been ascertained that a suitable building would cost at least \$10,000, and that \$5,000 would have to be provided before any decisive steps could be taken. It is probable that if any considerable portion of this sum were raised within the Society substantial aid might be obtained from the general public. The Council cannot too earnestly press upon the Society the fact that to carry out this building scheme the members must subscribe liberally. The Council believes that some members are quite prepared to give very largely to this object, but it earnestly hopes that giving will not be confined to the few, but that every member will aid to the best of his ability. It is confident that if every one will give according to his means, and in proportion to the benefit he has received from his connection with the Society, enough money will be raised to warrant the new Council in going on with the proposed undertaking. If this building scheme can be carried to a successful issue it will confer valuable privileges upon the members of the Society, and will prove of very great advantage to the community at large.

Programme of Lectures Delivered during Season 1886-87.

| | |
|----------|--|
| 1886. | |
| Nov. 30. | —Inaugural Address.....The President. |
| Dec. 7. | —"Chatterton" .....Mr. J. F. Waters, M.A. |
| " 14. | —"The Empresses of the Salon" .....Mr. M. J. Griffin. |
| 1887. | |
| Jan. 4. | —"Concerning Bread" .....Mr. Wm. Scott. |
| " 11. | —"On Some Native Plants Used for Food".....Mr. J. Fletcher, F.R.S.C. |
| " 25. | —"Bells" .....Mr. W. H. C. Kerr, M.A. |
| " 25. | —"Lucretius" .....Mr. W. D. Le Sueur, B.A. |
| Feb. 1. | —"Vancouver Island" .....Dr. G. M. Dawson, F.R.S.C., etc. |
| " 15. | —"Mrs. Browning" .....Rev. W. T. Herridge, M.A., B.D. |
| Mar. 8. | —"Turgeneff" .....Mr. J. H. Brown. |
| " 8. | —"Style in Poetry" .....Mr. A. H. Lampman, B.A. |
| April 5. | —"The Colonies and India in London" ..Mr. Thomas Cross. |

The Reading Room is supplied with the following newspapers and periodicals:

Daily.—Ottawa "Citizen," "Evening Journal" and "Free Press"; Montreal "Star," "Gazette" and "Witness"; Toronto "Mail" and "Globe"; New York "Herald."

Semi-Weekly.—New York "Tribune."

Weekly.—New York "Sunday Sun," "Nation," "Harper's Weekly," "Grip," "Punch," London "Times," "Graphic," "Illustrated London News," "Scientific American and Supplement," "Christian Union," "Forest and Stream," "Pall Mall Budget," "The Week," "Academy," Sarnia "Canadian," "Science."

Monthly.—"Carpentry and Building," "American Agriculturist," "Atlantic Monthly," "Harper's Magazine," "Century Magazine," "Popular Science Monthly," "Blackwood's Magazine," "Chambers' Journal," "Nature," "Contemporary Review," "Nineteenth Century," "English Illustrated Magazine," "North American Review," "Art Journal," "Outing," "The Forum."

Balance Sheet for Year 1886-87.

| <i>Dr.</i> | | \$ c. | <i>Cr.</i> | | \$ c. |
|----------------|--------------------------------------|---------|----------------|-------------------------|---------|
| April 1, 1886. | To Balance | 138 01 | April 1, 1886. | By Rent | 312 50 |
| | " Ontario Grant | 300 00 | | " Salary | 300 00 |
| | " Members' Fees | 578 50 | | " Gas | 131 24 |
| | " Lectures and Lecture Tickets | 135 55 | | " Printing | 17 85 |
| | " Rent of Class Room .. | 52 00 | | " Water Rates | 12 51 |
| | " Periodicals Sold | 35 70 | | " Papers, etc. | 114 93 |
| | " Waste Paper, etc. | 4 20 | | " Rent of Hall | 16 00 |
| | | | | " Stationery, etc. | 14 38 |
| | | | | " Books | 7 00 |
| | | | | " Museum | 15 00 |
| | | | | " Lectures | 12 00 |
| | | | | " Sundries | 3 82 |
| | | | | " Balance in hand | 286 73 |
| | | 1243 96 | | | 1243 96 |

List of Winter Classes conducted in the rooms of the Literary and Scientific Society,

At 4.15 p.m.
1887.

Ottawa, season 1886-7.

- Jan. 17—Local Geology,.....Henry M. Ami, M.A., Geol. Surv., Can.
 " 24—Entomology.....W. H. Harrington, Editor *Ottawa Naturalist*.
 " 31—Botany.....Prof. Macoun, F.R.S.C., etc., Botanist to Geol. Survey.
 Feb. 7—Mineralogy.....B. P. Brumell, Geol. Survey of Canada.
 " 14—Botany.....R. B. Whyte, President O.F.N.C.
 " 21—Entomology.....J. Fletcher, F.R.S.C., Dominion Entomologist.
 " 28—Botany.....R. B. Whyte.
 Mar. 7—Entomology.....J. Fletcher.
 " 14—Botany.....Prof. Macoun.

These classes were organized by the O.F.N.C. and were held in our rooms, and were free to all members of the Literary and Scientific Society. The average attendance was thirty. All the pupils are actively engaged in natural history pursuits.

The regular lectures of the Field Naturalists' Club were held in the rooms of the Society. Some fifteen papers were read on natural history topics on six different evenings.

F. K. BENNETTS,

Ottawa, 27th April, 1887.

Secretary.

REPORT OF THE HAMILTON ASSOCIATION FOR THE YEAR ENDING 30TH APRIL, 1887.

The session just closing has been on the whole a successful one. Thirteen meetings have been held at which subjects of considerable importance have been introduced by able papers. The discussions following these have been spirited, and participated in by the members generally. The attendance has been equal to that of former years. Some of the more important papers have had a wide circulation by lengthy abstracts being published in the city papers. The following is a list of the papers read and the name of the author:

"Man and Brute," President's inaugural address—Rev. C. H. Mockridge, D.D.

"The Alexandrian Museum; its rise and fall,"—William Glyndon.

"Our Cold Climate, and the duties and necessities it lays upon us in relation to the Public Health,"—J. D. Macdonald, M.D.

"Political Centralization in France,"—W. A. Childs, M.A.

"The Chinese, Our Latest Neighbors,"—George M. Barton.

"The Half-breeds of the North-West,"—Rev. George Forneret, M.A.

"The Revolution of 1688,"—Dr. Hillyer.

"Early History of the Iroquois,"—Dr. Dee.

"The Development of Insects,"—J. Alston Moffatt.

"The Public Treatment of Crime and Criminals,"—William Milne.

"An Introduction to The Greek Drama,"—H. B. Witton, B.A.

During the session a strong committee was appointed to investigate the matter of the Aboriginal tribes of the Dominion, and to collect material relating to their history customs and legends, as well as any remains of interest. It is hoped that this committee, composed of members of the Association who have great interest in this subject, will be able during the next session to report.

We have also printed and issued to the members and to kindred associations, the volume of our transactions for the last session, and including the important and valuable contribution to ornithology by Mr. McIlwraith, which we trust will do much to make our association better known and therefore useful to a greater number. This has entailed a large outlay, but we trust that the results will amply compensate for it.

The number of members on our books is 143.

The meetings have been held fortnightly, as they were last session.

It is expected that arrangements will be made to have the meetings of the Association at least as often during the coming session.

Important and valuable contributions to the museum and library have been made through donations from learned societies and friends of the Association. Special mention should be made of the contribution of Mrs. Charlton of shells and other natural history objects from the West Indies; and the specimens of Canadian woods given by Messrs. Joseph Hoodless & Son, by Messrs. Flak & Bradley and L. D. Sawyer and Mr. C. T. Jones, have added much to the value and interest of our museum. Particulars of these contributions will appear in the report of the curator and librarian.

MEMO. OF RECEIPTS AND DISBURSEMENTS, for the year ending May, 1887, extracted from the audited report presented and adopted at the annual meeting of the Hamilton Association held May 12, 1887. A. T. NEIL, Auditor.

| RECEIPTS, 1887. | | DISBURSEMENTS, 1887. | |
|---|-----------------|---|-----------------|
| Balance from May, 1886..... | \$201 44 | Printing and book binding..... | \$505 72 |
| Government Grant..... | 400 00 | Postage, etc..... | 52 57 |
| Rent from H. D. D. Association..... | 25 00 | Rent on account..... | 150 00 |
| Life subscription, Judge Proudfoot..... | 20 00 | Gas..... | 7 92 |
| Sundry subscriptions..... | 188 00 | Sundries, including four cases insects, deed box, shelving, directory, and copy of Critical History of America..... | 29 90 |
| | | Insurance..... | 12 50 |
| | | Periodicals..... | 5 50 |
| | | Balance..... | 70 33 |
| | | (Accounts audited, \$70.75.) | |
| | <u>\$834 44</u> | | <u>\$834 44</u> |

RICHARD BULL,
Treasurer.

Hamilton, May 12, 1887.

REPORT OF THE ATHENÆUM AND ST. PATRICK'S LITERARY ASSOCIATION OF OTTAWA, 1886-7.

The Association has made marked progress during the past year. The Library and Reading Room, situated in a central locality, is open from 7 a.m. to 10 p.m. daily (Sundays excepted), and is largely patronized.

The following statistics show the working of the Association during the year :—

Receipts.

| | |
|---|-----------------|
| Cash on hand from last year | \$ 6 45 |
| Members' fees..... | 98 00 |
| Legislative Grant | 200 00 |
| Lectures, entertainments and other sources..... | 439 47 |
| | <u>\$743 92</u> |

Expenditure.

| | |
|------------------------------|-----------------|
| Rent, light and heating..... | \$250 00 |
| Salaries | 125 00 |
| Reading Room | 60 00 |
| Evening Classes..... | 100 00 |
| Miscellaneous..... | 208 92 |
| | <u>\$743 92</u> |

Stock and Assets.

| | |
|---|-------------------|
| Value of furniture and appliances | \$ 400 00 |
| Other assets | 3,000 00 |
| Total | <u>\$3,400 00</u> |

Liabilities.

Nil.

Evening Classes.

SUBJECTS TAUGHT.—English Course—Composition and Grammar. Commercial Course—Bookkeeping, Arithmetic and Writing. Number of pupils, ten.

Reading Room.

Seven daily newspapers, five weekly newspapers, four magazines.

J. L. DOWLIN,
President.

Ottawa, 19th May, 1887.

APPENDIX M.—UNIVERSITY OF TORONTO, ETC., 1886-7

ANNUAL REPORT OF THE UNIVERSITY OF TORONTO FOR 1886-7.

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, Visitor of the University of Toronto:—

MAY IT PLEASE YOUR HONOR:

The Chancellor, Vice-Chancellor and Members of the Senate of the University of Toronto have the honor to present their report on the condition and progress of the University for the year 1886-7.

The following tabulated statement of the admission to Degrees, and *ad eundem statum*, and of the number who matriculated in the different faculties from June, 1885, to June, 1887, is submitted:—

| | |
|---|-----|
| <i>Law—</i> | |
| Matriculation | 10 |
| <i>Ad eundem statum</i> from Law Society of Upper Canada | 11 |
| Degree of LL. B. | 6 |
| <i>Medicine—</i> | |
| Matriculation | 26 |
| <i>Ad eundem statum</i> from College of Physicians and Surgeons | 25 |
| Degree of M.B. | 26 |
| “ M.D. | 1 |
| <i>Arts—</i> | |
| Matriculation | 187 |
| <i>Ad eundem statum</i> | 6 |
| Degree of B.A. | 77 |
| “ M.A. | 7 |

During the year 891 candidates underwent examination in the different faculties, as follows:—

| | |
|--------------------------|-----|
| Faculty of Law | 39 |
| “ Medicine | 130 |
| “ Arts | 694 |
| Local examinations | 28 |
| Total | 891 |

All of which is respectfully submitted.

WM. MULOCK,
Vice Chancellor.

ANNUAL REPORT OF THE COUNCIL OF UNIVERSITY COLLEGE, TORONTO, FOR THE
YEAR 1886-7.

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and Visitor of University College :—

MAY IT PLEASE YOUR HONOR :

The President and Council of University College beg leave to present to Your Honor, as Visitor on behalf of the Crown, the following report on the progress and condition of the College for the year 1886-7. They also avail themselves of the opportunity afforded by the late date at which this report is presented, to refer to the work of the current academic year and the changes now in progress :—

The record of the students in attendance on College lectures during the past academic year, shows a continued increase of the number availing themselves of the advantages offered by the instructions of the various professors and lecturers, and furnishes the best evidence of the general appreciation of the Provincial College. By recent arrangements with the Education Department, the High Schools and Collegiate Institutes of the Province have been brought into closer relations with the work prescribed by the University, and prosecuted in the lecture-rooms and laboratories of the College ; and just expectations are entertained of beneficial results to be anticipated from this, in elevating the general standard of education.

At the Annual Convocation of the College on the 15th October, 1886, the number of students admitted for the first time amounted to 151 ; and the entire number in attendance on the College lectures during the academic year was 530. Of these 382 were undergraduates pursuing the full courses of study prescribed by the University for proceeding to a degree in Arts. The returns thus specified show a larger attendance than in any previous year ; and the crowded class-rooms of the current year abundantly confirm the evidence thus rendered of the undiminished estimation by the Canadian people of the advantages thus placed within their reach.

At the Convocation of the University of Toronto, held in the Convocation Hall on the 10th of June, 1887, 93 students who had pursued their undergraduate studies in University College, and creditably fulfilled all the prescribed requirements, were admitted to the following degrees, viz :—M.B., 3 ; LL.B., 5 ; M.A., 8 ; B.A., 77.

During the period which has elapsed since the organization of University College in 1853, degrees have been conferred on 1,494 students who have pursued their studies in University College, classified as follows :—LL.D., 10 ; LL.B., 58 ; M.D., 19 ; M.B., 74 ; M.A., 259 ; B.A., 1074. These numbers refer exclusively to University College, as distinct from those who have pursued their education in other institutions, and have been admitted to degrees in the University of Toronto. In the above enumeration of students who, after completing their course in Arts, have proceeded to a degree in one or more of the faculties, as in all other returns of students and graduates in the Reports of University College, the results are carefully discriminated from those of the University, based on the intrants for its examinations and the results of the University Examiners' Reports as confirmed by the Senate. No student or graduate is included in the numbers here reported who has not passed through successive years of the College course as an undergraduate in actual attendance on the lectures.

The following is a list of the Professors, Lecturers, Demonstrators, and Fellows, under whom the instruction has been carried on during the academic year 1886-7, but this has since undergone some important modifications, and will be still more largely affected in subsequent years :—

Classical Literature, embracing the Greek and Latin languages :—

Professor :—Maurice Hutton, M.A., late Fellow of Merton College, Oxford.

Classical Tutor :—William Dale, M.A.

Fellow :—W. P. Mustard, B.A.

Oriental Literature, including Hebrew, Chaldee, Syriac, and Arabic :—

Lecturer :—Jacob M. Hirschfelder, Esq.

Lecturer :—James F. McCurdy, Ph. D.

German—Lecturer :—W. H. VanderSmitten, M.A.

French—Lecturer :—John Squair, B.A.

Fellow in French and German :—J. H. Cameron, B.A.

English Language and Literature, and Italian :—

Lecturer :—D. R. Keys, B.A.

History and Ethnology :—

Professor :—Daniel Wilson, LL.D., F.R.S.E.

Logic, Metaphysics, and Ethics :—

Professor :—G. Paxton Young, M.A., LL.D.

Fellow :—T. M. Logie, B.A.

Physics and Mathematics :—

Professor :—James Loudon, M.A.

Mathematical Tutor :—Alfred Baker, M.A.

Demonstrator in Physics :—W. J. Loudon, B.A.

Fellow in Mathematics :—J. H. McGeary, B.A.

Fellow in Physics :—J. H. Bowerman, B.A.

Mineralogy and Geology :—

Professor :—E. J. Chapman, Ph. D., LL. D.

Fellow :—H. R. Wood, B.A.

Biology :—

Professor :—R. Ramsay Wright, M.A., B. Sc.

Fellow :—A. B. McCallum, B.A.

Chemistry :—

Professor :—W. H. Pike, M.A., Ph. D.

Fellow :—F. T. Shutt, M.A.

Instruction is given in the lecture rooms and laboratories by this staff of teachers in the various branches embraced in the requirements of the University for standing and degrees in the Faculty of Arts, and in conjunction with the Professors of Engineering, and of Applied Chemistry in the School of Practical Science, for the degree of Civil Engineer. By the arrangements provided for in the Act establishing a School of Practical Science, provision is made for the attendance of the students at all lectures in University College, embraced in the courses of study, including practical instruction in the Physical, Chemical, and Biological laboratories, and in Mineralogy and Assaying in the Geological laboratory. Instruction is given by the Professors in the various requirements for Assaying, Mining, Geology, Analytical Chemistry, Electricity, and the special applications of Mathematics and Physics to Engineering.

Further important additions have been made during the past year to the apparatus and furnishings of the Physical laboratory in the department of Electricity. Some valuable additions have also been made to the department of Biology.

The passing by the Provincial Legislature during their last session of "An Act respecting the Federation of the University of Toronto and University College with other Universities and Colleges" has inaugurated changes which, when brought into full operation, will materially affect the character and functions of this College. The Act still awaits the proclamation of the Lieutenant-Governor in Council before it can be brought into full effect. But already under the operation of certain of its clauses, the Chair of Classics has been replaced by a Professorship and Lectureship in Greek, and a Lectureship in Latin. The temporary appointments for instruction in Italian and French have given place to permanent Lectureships in Italian and Spanish, and in French.

The Chair of Mathematics and Natural Philosophy has in like manner been replaced by distinct Professorships in Mathematics and Physics; and the instruction in this department of Biology has been augmented by the appointment of a Lecturer in Physiology.

But the changes thus indicated, though welcomed as valuable aids to the efficient working of the Provincial University and College, are only the first steps in important changes provided for in the new Act, which, when it is brought into full operation, will restore to the University the teaching powers originally bestowed on it by the Royal Charter of its foundation; and will organize a University Professoriate and Council, on which, in conjunction with the Professors of University College, the full work of this Institution will devolve.

Meanwhile the present transitional stage of the University and College involves an unavoidable uncertainty as to the actual functions of the College Council, and renders it desirable that the Act shall be proclaimed and brought into full operation without delay.

All which is respectfully submitted,

DANIEL WILSON,
President.

University College, December 6th, 1887.

ANNUAL REPORT OF THE SCHOOL OF PRACTICAL SCIENCE, TORONTO, 1887.

To the Honorable G. W. Ross, M.P.P., Minister of Education :

SIR,—I have the honor to submit to you the Report of the School of Practical Science for the year 1887.

1. The academic year of the School of Science includes the Michaelmas Term, extending from October to the 23rd of December, and the Easter Term from January to the 18th of April. The report now presented for the current year embraces the Easter Term of 1886-7 and the Michaelmas Term of 1887-8, during which the work of the school has been diligently prosecuted in the Lectures, Laboratories, and in the Field-work in relation to surveying and levelling.

2. The following is a classified list of the students in attendance during the above-named terms of the current year, including the students pursuing special subjects in the full courses taught in the School of Science, and also those proceeding to a degree in Civil Engineering, in Arts, or in Medicine, in the University:—

| <i>Engineering—</i> | Easter. | Michaelmas. |
|--|---------|-------------|
| Regular Students | 47 | 54 |
| Special | 9 | 5 |
| <i>Mathematics and Physics—</i> | | |
| Students in Engineering | 48 | 54 |
| <i>Chemistry—</i> | | |
| Students of University College | 96 | 91 |
| Regular Students in Engineering | 48 | 55 |
| Regular Students in Chemistry | 2 | 3 |
| Regular Medical Students | 47 | 124 |
| Special Students | . | 2 |
| <i>Biology—</i> | | |
| Students of University College | 29 | 36 |
| <i>Mineralogy and Geology—</i> | | |
| Regular Students of University College | 124 | 106 |
| Regular Students in Engineering | 27 | 29 |

3. The fees of students proceeding to a Diploma of the School of Practical Science in the Department of Engineering, or availing themselves of the special training in Applied Chemistry, during the year 1886-7, and paid into the Provincial Treasurer, have amounted to \$1,700, being an increase of \$210 as compared with the last year's fees.

4. The School of Science, as now organized, includes in its teaching staff the Professors of Engineering and of Applied Chemistry, who with their assistants are maintained by the annual vote of the Provincial Legislature for the maintenance of the school, and the Professors and Lecturers in Mathematics, Physics, Chemistry, Mineralogy and Geology, Biology and Ethnology. The instruction thus placed at the disposal of the school for the benefit of its Engineering and other students, including as it does the teaching both in the Lecture Rooms and Laboratories in Mathematics, Physics, and the Natural Sciences, by Professors and Lecturers of University College, has greatly extended its advantages. Among special facilities provided is a workshop attached to the Department of Physics in University College, furnished with useful appliance for practical instruction. The appointment of Fellows in the various departments, both of the school and college, has greatly increased the advantages enjoyed by the students both of the school and college, by enabling the instructors to effect a division in the teaching of departments specially requiring constant superintendence of the work of the individual student. But the attention of the Minister is anew invited alike to the inadequate accommodation now available for the annually increasing number of students and to the necessity for additions to the teaching staff.

The following is a List of the Professors, Lecturers and Fellows, by whom, under the arrangement effected with the University, the instruction in the several departments is now carried on:—

J. Galbraith, M.A., Assoc. M. Inst. C.E., Professor of Engineering.

D. Burns, Grad. S.P.S., Fellow.

W. H. Ellis, M.A., M.B., Professor of Applied Chemistry.

W. H. Pike, M.A. Ph. D., Professor of Chemistry.

F. W. Babington, Demonstrator of Applied Chemistry.

G. Chambers, B.A., Fellow.

E. J. Chapman, Ph. D., LL.D., Professor of Mineralogy and Geology.

F. G. Wait, B.A., Fellow.

J. Loudon, M.A., Professor of Physics.

A. C. McKay, B.A., Fellow.

A. Baker, M.A., Professor of Mathematics.

J. H. McGeary, M.A., Fellow.

R. Ramsay Wright, M.A., B.Sc., Professor of Biology.

J. J. McKenzie, B.A., Fellow.

A. B. McCallum, B.A., Lecturer in Physiology.

D. Wilson, LL.D., F.R.S.E., Professor of Ethnology.

Departments of Instruction.

1) *Engineering.*

The number of regular students who presented themselves for examination in the Easter Term of 1887 was as follows:—

Regular students—

| | | | | |
|----------------------------|----|-------------------|----|---------|
| First year, | 19 | were examined and | 12 | passed. |
| Second year, | 18 | do | 18 | do. |
| Third year, | 7 | do | 6 | do. |
| Total . . . | 44 | do | 36 | do. |
| Special students | 2 | do | 2 | do. |
| Total | 46 | do | 38 | do. |

The number of graduates in the Department of Civil Engineering is as follows:—

| Year of Graduation. | No. |
|---------------------|-----|
| 1881..... | 1 |
| 1882..... | 3 |
| 1883..... | 3 |
| 1884..... | 5 |
| 1885..... | 5 |
| 1886..... | 5 |
| 1887..... | 6 |

Total number of graduates..... 28

The total number of students who have attended the school in this department from 1878 up to May 1st, 1887, is 149, of whom the above 28 graduated.

The Professor of Engineering received several applications from engineers and others during the past summer for the services of graduates, but was unable to discover a graduate who was open to an engagement, all being fully occupied.

The number of students in this department now in attendance is as follows:—

| | |
|-----------------------------|----|
| Regular students— | |
| First year..... | 25 |
| Second year..... | 12 |
| Third year..... | 17 |
| Total..... | 54 |
| Special students— | |
| Drawing..... | 3 |
| Mechanical Engineering..... | 1 |
| Surveying..... | 1 |
| Total..... | 5 |

Total number of students in attendance this term, 59.

The graduates of the school who have proceeded to the degree of C.E. in the University of Toronto are the following:—

| | Diploma of School. | Degree of C.E. |
|--------------------|--------------------|----------------|
| J. L. Morris..... | 1881 | 1885 |
| J. H. Kennedy..... | 1882 | 1886 |

Mr. D. Burns was reappointed to the Fellowship in Engineering for the session 1887-8.

Before proceeding to state the present requirements of this department it may be well to define the position it holds with respect to technical education.

Technical, like general education, may be advantageously divided into three classes—primary, secondary and higher. Primary technical education is intended for boys up to the age at which they should begin their apprenticeship to their trades: there are no institutions for doing this work in the Province. Secondary technical education is that of the artizan after he has begun his apprenticeship or actual work at his trade: the only method of providing for it on an efficient and broad basis is by instituting night schools. These might be established in every city, town and village in the Province where there are a sufficient number of mechanics to make them a success. In these schools should be taught elementary mathematics, mechanics, physics and chemistry, together with freehand and mechanical drawing. Of these studies drawing is, perhaps, the most important, not only on account of its various applications, but because its principles are less liable to be misunderstood than those of the others above enumerated. Teachers should be secured, if possible, who have a knowledge of the trades to which their pupils

belong, sufficient to guide them in making useful and interesting applications of the scientific principles they teach.

Higher technical education is the training of engineers and chemists, whose province it is to design or invent, to originate improvements, or be responsible for the successful management of mechanical and manufacturing operations, and of works of construction. The School of Practical Science, since its institution, has been endeavoring, as far as its facilities would allow, to give systematic instruction in engineering subjects. It also provides, in its class of special students, for those who do not wish to take a full course, but who simply wish to qualify themselves in special work.

With only one Professor of Engineering and a graduate assistant, it was found utterly impossible to institute complete systematic courses in Civil and Mechanical Engineering and their subdivisions, such as mining, engineering, sanitary engineering, hydraulic engineering, railroad engineering, architectural engineering, electric engineering, steam engineering and manufacturing engineering of all kinds.

Again, it is not in accordance with the best opinions on the subject that it is necessary or even advisable to institute in a technical school specialized instruction in the various subdivisions of the profession above mentioned. A department, therefore, in Civil Engineering was instituted, in which systematic instruction is given in all branches of science bearing upon the profession. Special attention is paid to those branches of study in which the young engineer has little or no chance of getting instruction or help from his professional superiors while engaged on actual work.

This course has now been in operation for over nine years, and for the past three years the number of students has been so great as to occupy all the available room in the building. The work is now being done in this and in other departments under the greatest difficulties, owing to the crowded state of the rooms and general deficiency of accommodation. From the want of sufficient lecture room, lectures have to be given in the draughting rooms, much to the inconvenience of other students engaged in drawing.

While the subjects coordinated under the Civil Engineering course are sufficient to form the basis of the education of a civil engineer, whatever special branch of his profession he may choose to pursue, it by no means follows that they are all unsuited for the mechanical engineer or student who wishes to follow a specialty not under the head of Civil Engineering. In fact, many of the same subjects form a necessary part of the education of a mechanical engineer.

The reason why a full course in Mechanical Engineering has not been instituted, is simply that there is a sufficient amount of difference in the work of the two branches to render it impossible for one professor and his assistant to undertake both courses with any chance of efficiency in either.

Applications from students who wish to become mechanical engineers are being continually refused by the Professor of Engineering for the above reason. Three of his former special students in Mechanical Engineering have gone this year to other universities—one to McGill College, one to Lehigh University and one to Cornell University—in order to obtain that systematic instruction in Mechanical Engineering which they could not get here. As far as can be judged from the number of applications, the school might have as many students in Mechanical Engineering as it now has in Civil Engineering, provided there was a sufficient staff.

The impression seems to prevail in some quarters that it is impossible to institute a good course in Mechanical Engineering without incurring a large outlay in building shops, buying materials and paying skilled foremen for superintending students' work. A little consideration will show that such shops, while no doubt very useful, are not by any means such a *sine qua non* to a good course in Mechanical Engineering as is generally assumed. A majority of the applications for instruction in Mechanical Engineering are from men who already have had shop experience; some of the special students who have taken work at the school have indeed been skilled mechanics. Shops connected with the school would be of little or no use to such men. They came to the school not to learn how to handle tools, but to gain the knowledge which makes the engineer as distinguished from the mechanic, *i. e.*, mathematics, mechanics, physics, chemistry and drawing, and to carry the study of these subjects as applied to the design and improvement of machinery and

mechanical processes to a far greater extent than was necessary for them as artisans simply. In the case of students who have had no shop experience, it would be necessary merely that they enter shops by any means now open to them, and get that practical acquaintance with tools and materials which is necessary for the mechanical engineer. This could be done before attending the school, during the vacations, and after completing the course. It is thus evident that the institution of a good course in Mechanical Engineering is not such an expensive matter as seems to be generally supposed.

In addition to the want of a complete course in Mechanical Engineering, the difficulties under which the department is laboring, are as follows :—

Owing to the smallness of the staff, only one course of lectures can be given in each subject. If there were a larger staff, advanced and ordinary courses of instruction could be arranged in the different subjects. All students would then be required to take ordinary work in some subjects and advanced work in others, exercising reasonable options. They would thus have an opportunity of working more in the line of their individual tastes, or of the branches of the profession they intended to pursue, than is possible under present circumstances.

Options cannot be allowed under the present system, since a student who does not attend lectures in a certain subject has no opportunity of taking the lectures of another professor at the same hour in a subject more suited to him, and, therefore, would have too little work for a good course. The contrast between the University and the School, in respect of options, is very striking. The University course, on account of its system of options, is very flexible, whereas the course in the Engineering Department is, for the reasons above given, rigid to the last degree.

A reading-room for the students should be supplied. The Engineering Society of the school is a flourishing organization, and contributes greatly to the interest taken by the students in their regular work. This society has acquired, through donations from engineers interested in it and by subscription, a large number of engineering periodicals, etc. The Professor of Engineering has been obliged to allow these papers to be stored in his private room, where it is, of course, impossible that the students can have proper access to them.

An additional lecture-room and an additional draughting-room are urgently required. The drafting-rooms are crowded, and it does not conduce to either good work or good discipline to have the same rooms occupied by students of different years, which is unavoidable under present circumstances.

The duties of the Fellow in this Department are to superintend the practical instruction in Drawing and Surveying, and to give the First Year lectures in Descriptive Geometry. This work is more than sufficient to occupy his whole time.

The duties of the Professor are multifarious. He attends to the greater part of the correspondence of the department, only that part of it not requiring professional knowledge being undertaken by the Secretary. He takes general charge of the department, performing the duties of dean and registrar in addition to the ordinary duties of a Professor. His duties as Professor are to take part of the work of practical instruction in drawing and surveying, and to lecture. The subjects upon which he is obliged to lecture in order to make the department in any degree efficient may be broadly classified as follows :—

I. *Mechanical.*

Applied Statics and Dynamics.
Strength of Materials and Theory of Construction.
Hydraulics.
Thermodynamics and Theory of the Steam-Engine.
Principles of Mechanism and Machine Design.

II. *Geometrical.*

Geodesy and Practical Astronomy.
Surveying.
Descriptive Geometry (including the principles of mechanical drawing, map projections, topography, stone cutting, lineal perspective, shades and shadows, etc.)
Spherical Trigonometry.

It must be evident to any practical teacher that the work comprised in the above list of subjects is far greater than should be required of one Professor in justice either to his students or himself. To serve the purposes of the School these subjects cannot be treated in an elementary or popular way. On the contrary, to teach them properly necessitates unremitting study and investigation on the part of the teacher, and abilities of as high a class as are required of a University Professor. An Engineering Professor must also be a man of large practical experience in his profession.

But the most pressing want of the department is an Assistant Professor in Engineering. He could be fully occupied even in the present building, cramped though the accommodation is, and should be appointed without delay.

The Board would, therefore, strongly urge the appointment of an Assistant Professor to take the subjects under head II. (Geometrical). The requirements are that he shall be a good mathematician and draughtsman, and also a practical surveyor. As a mathematician he must have a thorough knowledge of the Differential and Integral Calculus and the Theory of Least Squares. If this appointment were made, the Professor of Engineering could devote himself to the subjects under head I. (Mechanical), institute ordinary and advanced classes in these subjects, and also organize, in addition to the department of Civil Engineering, a department of Mechanical Engineering which would be thoroughly efficient.

In lieu of workshop experience in the School the candidates for diplomas would be required to present certificates of having put in a prescribed amount of time in shops of recognized standing either in this or in other cities. Part of this time could be put in during the vacations.

When the Government is prepared to spend more money on the School, a more efficient and practical way of expending it than in the institution of workshops would be in establishing an Engineering Laboratory. The object of such a Laboratory is altogether different from that of workshops. The latter are intended to give training of a kind that can be obtained as above indicated, viz., in private shops. The only place where a student can acquire laboratory knowledge is in the Engineering School. All the great schools of Europe and the United States are supplied with such laboratories. They are fitted with various machines and instruments for determining the strength and other qualities of materials which fit them for the purposes of construction, with instruments for experimenting on the flow of liquids and gases, with special application to hydraulic and sanitary work, with experimental engines for making all kinds of engine tests, etc., etc. Such a laboratory may be begun on a small scale at little expense and added to year by year, and would be of immense advantage to students.

(2.) *Mathematics and Physics.*

The instruction in the different branches included in the Departments of Mathematics and Physics is now carried on under the direction of two Professors, along with a Demonstrator in Physics and two Fellows. Since last Report separate Chairs of Physics and Mathematics have been established in the University, and Mr. Alfred Baker, M.A., has been appointed to the latter.

(3.) *Chemistry.*

In the Department of Applied Chemistry, Professor Ellis continues to find the work impeded from the inadequate provisions for the large number of students now in attendance. He reports that the accommodation in his laboratory is quite inadequate for the number of students now working there. The arrangement of tables, with cupboards and drawers, each intended for a single student, now falls so far short of the requirements of the school that each compartment is shared among four students, and it is a frequent source of unavoidable confusion, greatly impeding the work of both the teacher and the student. Additional accommodation is urgently needed. The increased number of students from the Medical Faculty makes this state of things worse.

(4.) *Biology.*

Students in Arts continue to receive practical instruction in the Biological Laboratory of the School; but the lectures, as well as practical instruction for Medical Students, are now given in the University Building, where temporary accommodation has been provided in the Museum for the larger classes.

(5.) *Mineralogy and Geology.*

Under a recent statute of the University, Mineralogy has been made a special Honor subject. Some additions have been made to the apparatus of the Mineralogical Laboratory, but there is need of much more before it can be considered to be adequately equipped. Illustrations and appliances are still specially needed for efficient instruction in Palæontology and Mining Geology.

(6.) *Ethnology.*

A course of lectures on Physical Ethnology is given, with illustrations of the primitive arts, implements and physical characteristics of ancient and modern races, including the Aborigines of the American Continent.

(7.) *Extension of Building.*

The Board begs leave to recall to the attention of the Minister its recommendation and appeals in former reports. Owing to the annually increasing number of students and the popularity of the School, the fact is forced on the attention of its instructors with ever increasing urgency that the present building is inadequate in many ways for the requirements of a Provincial School of Practical Science. It would, therefore, very respectfully submit to the Government, that in taking steps to provide the increased accommodation so urgently required, it is most desirable that instructions should be given for the preparation of plans on a scale adequate to the prospective growth of the School, so that whatever is now done may form part of a comprehensive scheme to which additions may be made from time to time, with a view to the ultimate establishment of a School of Science in some degree commensurate with the requirements of the Province of Ontario.

All which is respectfully reported.

DANIEL WILSON,
Chairman.

December 21st, 1887.

ANNUAL REPORT OF UPPER CANADA COLLEGE (1886-87).

To His Honor the Honorable Sir Alexander Campbell, K.C.M.G., Lieutenant-Governor of the Province of Ontario, and Visitor of Upper Canada College, Toronto:

MAY IT PLEASE YOUR HONOR:—

The Principal of Upper Canada College begs leave to present to your Honor, as Visitor on behalf of the Crown, the following report for the year ending June 30th, 1887:—

THE ATTENDANCE.

The number of pupils in attendance during the year ending June 30th, 1887, was 369; of these 188 were boarders and 181 day boys. The daily average attendance for the whole year was 296.8, or a little over 80 per cent of the enrolment.

COMPARATIVE STATEMENT.

| | 1883. | 1884. | 1885. | 1886. | 1887. |
|----------------------------|-------|-------|-------|-------|-------|
| Enrolment of Boarders | 116 | 129 | 149 | 177 | 188 |
| Enrolment of Day boys ... | 127 | 126 | 147 | 167 | 181 |
| Total..... | 243 | 255 | 296 | 344 | 369 |

[Note.—The enrolment for the current session up to December 23rd, 1887, is 361; the daily average attendance is 345.5.]

The room available for boarding house purposes is not sufficient for the accommodation of all who apply for admission.

WHERE THE PUPILS COME FROM.

| Residence of Pupil's Parents or Guardians. | Session of 1883 and 1884. | Session of 1884 and 1885. | Session of 1885 and 1886. | Session of 1886 and 1887. |
|--|------------------------------|------------------------------|------------------------------|------------------------------|
| Algoma and Lake Superior Region | 1 | 1 | 1 | 2 |
| Brant | 1 | 1 | 3 | 3 |
| Bruce | 3 | 3 | 1 | 2 |
| Carleton | 2 | 2 | 4 | 1 |
| Durham | 5 | 2 | 5 | 7 |
| Dufferin ..... | ..... | ..... | 2 | ..... |
| Essex ..... | ..... | 1 | ..... | 3 |
| Elgin | 1 | ..... | ..... | 1 |
| Grey | 2 | 3 | ..... | 1 |
| Grenville ..... | ..... | ..... | ..... | 1 |
| Haldimand | 3 | 2 | 2 | 1 |
| Halton | 3 | 6 | 8 | 4 |
| Hastings | 3 | 8 | 8 | 5 |
| Huron | 6 | 5 | 6 | 6 |
| Kent | 1 | ..... | ..... | ..... |
| Lambton | 8 | 7 | 9 | 12 |
| Lanark | 1 | 1 | ..... | 2 |
| Leeds ..... | ..... | 2 | 2 | 3 |
| Lincoln | 2 | 10 | 9 | 6 |
| Middlesex | 1 | 2 | 4 | 5 |
| Moose Fort ..... | ..... | 2 | 2 | ..... |
| Muskoka | 2 | ..... | ..... | ..... |
| Nipissing | 2 | ..... | ..... | ..... |
| Norfolk | 1 | 2 | 2 | 3 |
| Northumberland ..... | ..... | 1 | 1 | 3 |
| Ontario | 1 | 3 | 4 | 2 |
| Oxford ..... | ..... | ..... | 1 | 1 |
| Peel | 3 | 2 | 3 | 3 |
| Perth | 4 | 2 | 1 | 5 |
| Peterboro' | 2 | 3 | 3 | 1 |
| Prince Edward County ..... | ..... | ..... | ..... | 1 |
| Renfrew ..... | ..... | 2 | ..... | ..... |
| Simcoe | 7 | 8 | 10 | 8 |
| Stormont | 3 | 5 | 5 | 2 |
| Victoria | 4 | 4 | 2 | 2 |
| Waterloo | 3 | ..... | ..... | ..... |
| Wellington | 4 | 3 | 1 | ..... |
| Wentworth | 21 | 20 | 25 | 23 |
| Welland | 1 | ..... | 2 | 1 |
| York | 12 | 20 | 17 | 35 |
| Province of Quebec | 4 | 4 | 7 | 3 |
| Province of Nova Scotia | 6 | 6 | 9 | 13 |
| Province of British Columbia ..... | ..... | 1 | 2 | 2 |
| Bermuda | 1 | 1 | 1 | 2 |
| United States | 6 | 3 | 6 | 12 |
| North-West Territory ..... | ..... | 1 | 4 | 1 |
| Central America ..... | ..... | ..... | ..... | 1 |
| Total | 129 | 149 | 177 | 188 |

SUBJECTS OF STUDY.

| | |
|--|-----|
| No. in English (including Grammar, Composition, Literature, etc) | 369 |
| “ History | 369 |
| “ Geography | 369 |
| “ French | 320 |
| “ German | 55 |
| “ Latin | 298 |
| “ Greek | 83 |
| “ Arithmetic | 369 |
| “ Algebra | 260 |
| “ Euclid | 260 |
| “ Trigonometry | 7 |
| “ Chemistry | 65 |
| “ Book-keeping | 80 |
| “ Penmanship and Commercial Forms | 290 |
| “ Military Drill and Gymnastics | 307 |

There are classes after hours for Music, Drawing and Fencing, for which an extra fee is charged.

PUPILS LEAVING DURING THE YEAR.

- 11 entered the University of Toronto—(Faculty of Arts.)
 - 1 “ the School of Practical Science.
 - 9 “ the Law Society.
 - 1 “ Trinity College—(Faculty of Arts.)
 - 3 “ The Military College, Kingston.
 - 1 “ McGill College, Montreal.
 - 1 “ Queen's University, Kingston.
 - 12 “ mercantile life.
- 9 became occupied with agriculture.
- 42 left for other pursuits.

THE TEACHING STAFF.

The Principal and First English Master—George Dickson, M.A.
 First Classical Master—William Wedd, M.A.
 First Mathematical Master—James Brown, M.A.
 Second Classical Master and Superintendent of the College Boarding House—John Martland, M.A.
 Second Mathematical Master and Assistant Master in College Boarding House—George B. Sparling, M.A.
 French and German Master—Charles Whetham, M.A.
 First Assistant Classical Master and Resident Assistant Master in the Supplementary Boarding House—William Jackson, Esq.
 Assistant Mathematical Master, Lecturer in Chemistry and Resident Assistant Master in College Boarding House—A. Y. Scott, B.A., M.D., C.M.
 First Assistant English Master—A. Stevenson, B.A.
 Second Assistant English Master and Assistant Master in the Supplementary Boarding House—H. Brock, Esq.
 Assistant Modern Language Master—Joseph Blackstock, B.A.
 Second Assistant Classical Master and Resident Assistant Master in College Boarding House—J. T. Fotheringham, B.A.
 Drawing—R. Baigent, Esq.
 Music Master—Theodore Martens, Esq.
 Gymnastic, Fencing and Drill—Sergeant Parr.
 Bursar—J. E. Berkeley Smith, Esq.
 Physician—James Thorburn, M.D.
 Janitor and Messenger—George Frost.

GEORGE DICKSON, M.A.,
Principal.

December 23rd, 1887.

APPENDIX N.—MISCELLANEOUS.

REPORT OF THE PRINCIPAL OF THE VICTORIA INDUSTRIAL SCHOOL, MIMICO, 1887.

I have the honor to present the following report concerning the Victoria Industrial school, Mimico.

The school has now been in active operation six months. The first boy was entered on June 14th, 1887. There have been received to the present time fifty boys, of the following ages :—

| | |
|-------------------------------------|----|
| Under ten years..... | 5 |
| 10 years to 12 years inclusive..... | 39 |
| 13 " 14 "..... | 6 |

There were 25 sent on the application of a parent or guardian, who charged them with being uncontrollable, and drifting into criminal habits. The remainder were sent as vagrants, waifs, or charged with petty thefts; one was charged with drunkenness.

We have sent one boy home on probation, and another having run away from the school twice and disposed of his clothes, was charged with larceny and sent by the Police Magistrate to the Reformatory.

| | |
|---------------------------------|-----------------|
| The County of York sent..... | one boy. |
| " Ontario "..... | four boys. |
| " Oxford "..... | two " |
| Town of Peterborough "..... | one " |
| City of Toronto "..... | forty-two boys. |

Two of those who were sent from the City of Toronto had been living there only a few weeks. They were boys without homes, wandering from place to place, who had drifted into the city.

They are employed as follows :—

| | |
|--|----|
| Baking, cooking, kitchen and dining room work..... | 8 |
| Laundry and housekeeping, main building..... | 6 |
| House work, mending and Cameron Cottage..... | 5 |
| Tailor shop..... | 9 |
| Farm and garden work..... | 11 |
| Carpenter shop..... | 8 |
| Not working..... | 1 |

They are engaged at work about four and one-half hours each day. Three and one-half hours are spent in school and at drill.

As a large number of the boys have been truants from the public school, they are not far advanced in their studies, but are making good progress, and generally show great intelligence.

| | |
|--------------------------------|----------|
| In the 4th class there is..... | 1 boy. |
| " 3rd " "..... | 5 boys. |
| " 2nd " "..... | 30 " |
| " 1st " "..... | 8 " |
| That cannot read..... | 6 " |

The plan of the school is what is known as the "Family Plan," or "Cottage System." The boys live in a cottage home, under the care of a matron and guard, who act as "mother" and "father" of the "family," and who endeavor to have the home feeling restored and implanted in the breast of each boy.

They soon become quite contented, and take an interest in the place, their work, and also in each other.

It is a matter of great satisfaction to report the progress that is being made in the various departments, and the skill that is already acquired in the use of tools, by the lads.

The training the boys are receiving in the different departments, I am convinced will prepare them to earn an honest livelihood, and make them independent and useful members of the community.

The average number of lads, up to the 30th of November, was thirty. The cost per week per boy is, of a necessity, much higher than it will be with a greater number, as the present staff of officers is sufficient for about one hundred boys.

A careful calculation, on the basis of an average of thirty, shows the cost per week per boy to be:—

| | |
|--------------------------------------|--------------|
| For instruction and management | \$2 00 |
| “ provisions | 0 72 |
| “ clothing | 0 39 |
| “ fuel and light | 0 45 |
| “ expenses (sundry) | 0 23 |
| | <hr/> \$3 79 |

Of this amount, the Public School Board of the City of

| | |
|--|--------------|
| Toronto pays (teacher) | \$0 80 |
| The municipality from which the boy comes pays | 1 50 |
| | <hr/> \$2 30 |

Leaving, to be raised

\$1 49

Now, the requirements of the school are such that, an estimate carefully made shows, there will be needed, in addition to the amounts received from municipalities and subscriptions, at least five thousand dollars. As the Government has fixed the amount to be contributed by the municipalities to the maintenance of the school, and as the subscriptions from the charitable public—judging by the past—will not be sufficient for much needed buildings and furnishing, we are compelled to apply to your Government for the amount needed for the maintenance of the school and to supplement the fund for permanent improvements.

REPORT OF THE ANNUAL MEETING OF THE INDUSTRIAL SCHOOL ASSOCIATION OF TORONTO, TOGETHER WITH THE REPORT OF THE BOARD OF MANAGEMENT.

EDUCATION DEPARTMENT, ONTARIO,
TORONTO, 27th May, 1887.

I have the honor to state that I have received the report of Mr. J. L. Hughes Inspector of the City of Toronto, respecting the “Victoria Industrial School,” situated at Mimico, a copy of which is sent herewith, and after a careful examination of the said report, I hereby certify that, the conditions required by Section 3 of the Act respecting Industrial Schools having been duly complied with, the said Victoria Industrial School is authorized to receive pupils, and is entitled to all the privileges of an Industrial School under the said Act.

GEO. W. ROSS,
Minister of Education.

INDUSTRIAL SCHOOL ASSOCIATION OF TORONTO.

President :

Hon. Vice-Chancellor Proudfoot.

Vice-Presidents :

Goldwin Smith, D.C.L.; Daniel Wilson, L.L.D.; Hon. G. W. Allan; Donald McKay, Esq.; Hon. Judge Jones, Brantford; Versch. Cronyn, Esq., London; Hon. Judge McDonald, Brockville; Hon. John Macdonald; S. Alcorn, Esq.; Daniel McLean, Esq.; Walter S. Lee, Esq.; Adam Brown, M.P., Hamilton;

Governors :

E. A. Meredith, LL.D.; H. P. Dwight, Esq.; Henry Gooderham, Esq.; Sutherland Stayner, Esq.; Wm. McCabe, LL.B.; Wm. Canniff, M.D.; George Johnson, Esq.; James Neilson, Esq.; Alderman Irwin; S. H. Blake, Q.C.; A. H. Campbell, Esq.; W. B. McMurrich, Esq.; James Hedley, Esq.; Henry O'Brien, Esq.; J. J. Gartshore, Esq.; Alderman Gillespie; W. H. Howland, Esq.; John Langton, Esq.; W. J. MacDonell, Esq.; R. C. Steele, Esq.; Neil Currie, Esq.; Capt. J. T. Douglas; Wm. Mulock, M.P.; B. Homer Dixon, Esq.; Chas. E. Blachford, Esq.; Wm. Gooderham, Esq.; W. C. Matthews, Esq.; James Scott, Esq.; John Cameron, Esq.; James Lobb, Esq.; John L. Blaikie, Esq.; Fred. W. Walker, Esq.; J. Ross Robertson, Esq.; Arthur B. Lee, Esq.; J. H. Burns, M.D.; C. W. Buntin, Esq.; Wm. Anderson, Esq.; Geo. E. Lumsden, Esq.; J. J. Withrow, Esq.; N. W. Hoyles, Esq.; John Maughan, Esq.; Wm. Thomson, Esq.; R. Kilgour, Esq.; James Austin, Esq.; F. J. Stewart, Esq.; Warring Kennedy, Esq.; Wm. Ince, Esq.; Fred Wyld, Esq.; David W. Alexander, Esq.

Auditors.—John Langton, Esq.; Wm. McCabe, Esq.; *Honorary Solicitor*.—Wm. B. McMurrich, Esq.; *Honorary Treasurer*.—Beverley Jones, Esq.; *Honorary Secretary*.—W. H. Huston, Esq.; *Superintendent of School*.—W. J. Hendry, Esq.

BOARD OF MANAGEMENT, 1888.

W. H. Howland, *Chairman*; Alderman Gillespie; Jno. Langton; Wm. McCabe; H. P. Dwight; E. A. Meredith; James Hedley; Warring Kennedy; A. B. Lee; F. J. Stewart.

Representing City School Board.—C. A. Brown, *Chairman Board School Trustees*; J. L. Hughes, *Inspector City Schools*; W. C. Wilkinson, *Sec. Board of School Trustees*.

Ex. Officio Members.—Judge Proudfoot, *Honorary President*; Beverley Jones, *Hon. Treasurer*; W. H. Huston, *Hon. Sec.*

Representing City Council.—Alderman Boustead; Alderman Irwin.

OFFICERS OF THE SCHOOL.

Superintendent, W. J. Hendry; *Farm Instructor*, W. W. Burgess; *Tailor Instructor*, R. H. Clarke; *Carpenter Instructor*, Wm. Smith; *Cook and Baker*, Thos. Townley; *Farm Assistant*, Thos. Waites; *Matron, Cameron Cottage*, Mrs. R. H. Clarke; *Housekeeper and Laundress*, Mrs. Wm. Smith.

THE ANNUAL MEETING.

The Annual Meeting of the Industrial School Association was held at Mimico, on the afternoon of Saturday, October 29th, 1887. A special excursion train had been provided for the conveyance of the members of the Association, and left the Union Station at two p.m., with a party of two hundred ladies and gentlemen. This number would have been much larger had the day been favorable, as a general invitation had been extended to the citizens through the pulpits and press of the city. Busses were in attendance at the Mimico Station for the convenience of the ladies. On arriving at the School building, the friends were much pleased with the drill of the boys, and with their singing. At the conclusion of the drill, the corner stone of the new cottage to the west of the main building was laid by Mrs. Archdeacon Boddy, after which the Annual Meeting was held in the School room, His Worship Mayor Howland presiding, in the absence of the Honorable Vice-Chancellor Proudfoot. After the meeting had been opened by the Rev. John Pearson with prayer, reports from the Board of Management were read by the Secretary and the Superintendent and were, with the Financial Statements and Auditor's Report, adopted, on motion of Mr. W. H. Howland, who explained the nature of the work and dwelt upon the fact that boys who would otherwise have been idle have furnished labor to the amount stated in the Superintendent's Report.

Mr. Beverley Jones, in seconding the motion, spoke feelingly and forcibly of the sad and unfortunate fate of the lads before they came to the School, and clearly illustrated its necessity.

His Honor Judge McDougall and Mr. Jno. Cameron supported the motion, referred in earnest terms to the needs of those for whom the School was established, and expressed their confidence in its management.

The officers for 1887-1888 were then elected, on motion of the Rev. Septimus Jones, who expressed his satisfaction at the results of the work of the year, and stated that he was convinced that the general public had only to understand the object of the School to give it their strong financial support.

Mr. Warring Kennedy, who seconded the motion, spoke very earnestly of the hardships of the life of the unfortunate waifs of Society from whom the School was recruited, and pointed to the good work that had already been accomplished.

The Chairman then called upon the Rev. Mr. Neil, who closed the meeting with prayer.

Refreshments were then served by a committee of ladies, after which the party returned to the city.

EXTRACTS FROM THE TORONTO DAILY PAPERS.

From the World.

THE CORNER STONE OF AN ADDITIONAL BUILDING LAID BY MRS. BODDY.—“The Victoria Industrial School at Mimico was visited last Saturday afternoon by over two hundred of its friends and supporters. The Board of Management had made arrangements with the Grand Trunk Railway Company for five hundred seats, and had cars reserved for an additional five hundred should they be required. The weather, however, did not favor the project, the cold biting wind and slight fall of snow deterring very many from starting on a trip which was otherwise very pleasurable.

On reaching the railway station at Mimico, three large vehicles were in waiting to convey the ladies—who formed the majority of the visitors—to the School. The sterner sex wended their way on foot over the rough and unfinished road which leads to the first Industrial School established in this Province.

The buildings and their surroundings have already been described in *The World*, but a very marked improvement has taken place in the establishment since last the public were invited to inspect it on the occasion of its formal opening on May 16, by Lord Lansdowne. The grounds attached have been brought under cultivation, the approaches put into good shape, and everywhere around are signs of industry and skilful management.”

From the Mail.

“On arrival, the assembled visitors witnessed an exhibition by the pupils of calisthenic and drill exercises, after which they proceeded to the site of the new cottage, the foundation stone of which was about to be laid. In a cavity beneath the foundation stone a bottle was placed containing a copy of Thursday's *Mail*, with an account of the boy Lawrence Hat voluntarily entering the school, copies of the other daily papers, the Industrial School Act, an account of the Industrial School Association of Toronto, and its plans for establishing the Victoria Industrial School, rules and regulations of the School, and a copy of the Annual Report.

The ceremony of laying the stone was performed by Mrs. Archdeacon Boddy, who, after the spirit level had tested the fact, declared the stone “well and truly laid,” amid cheers.

The company then adjourned to the School and assembled in the large double class room. Mayor Howland presided, and, after having expressed regret at the absence of the President, Chancellor Proudfoot, said they looked upon the work of the institution as the work of God, and therefore would begin the proceedings with prayer. Rev. John Pearson, on being called upon by his Worship, offered up prayer.”

From the Globe.

“The Mayor, in rising to move the adoption of the reports, said that the School was nearly filled, and the magistrates had been restrained from sending in many boys who

should be in such a place, but the new building would double the accommodation. It had seemed a curious undertaking to erect a school for these waifs without bar or cell or hardly a whip; but the lads appear to have dropped into the groove at once, there having been but three attempts at escape. This school differs from a reformatory in that it is in no sense a prison, and the boys are not sent down as criminals, neither are they turned loose upon the world at the expiry of a fixed term, but are apprenticed to some trusty farmer or mechanic. The mayor closed with several instances where poor "bags of bones," found in a deplorable state, have acquired the home feeling and habits of industry and obedience in the kindly atmosphere of the School.

Mr. Beverley Jones, in seconding the adoption of the report, said that he had much affected that morning by a call to defend two waifs at the Police Court on a charge of highway robbery; and urged that in such cases it was a great mistake to send the lads to the common gaol, when the Sabbath was spent among hardened criminals, matching stories of crime against each other. In several cases, he would have asked that the boys be sent here, but he feared that Toronto was absorbing too much space.

His Honor Judge McDougall was introduced as a warm friend of the School, and confessed that early in his judicial career he had been puzzled as to the best method of dealing with these unfortunate children. Our penal system is aimed, not at reforming criminals, but punishing crime, and the offences of these children are not usually serious, but the natural outcome of their surroundings. This difficulty was pressed upon the Government, and resulted in the establishment of several institutions, among which was Penetanguishene; but boys cannot be saved and made men under prison discipline. In only about three cases the lads who came before him had shown any indisposition to come here; and though he usually sentenced them to five years, most would be apprenticed out before that time.

The Chairman said that the institution had been greatly helped by the kindly interest taken in its welfare by the Toronto press, and asked for a few remarks from Mr. John Cameron, of the *Globe*.

Mr. Cameron pointed out that a high educational ideal would be that under which boys were developed physically, mentally, morally, and industrially; and remarked on the felicitous fact that this is exactly the kind of training being received by the lads in this school. He was gratified at the establishment of this school here, in that it would doubtless lead to the founding of many similar schools throughout the Province. His Worship had been good enough to allude to the help received in this and similar good causes from the press of Toronto. Journalists occasionally had disagreements—not any oftener than members of other professions had—though their exceptional facilities for making their disagreements public create that mistaken impression. They were, however, for the most part on the best of terms personally; and even when they occasionally put each other on the hook, they remembered the advice of Ike Walton, who advised the fisherman to put the worm on the hook "as if he loved him." Whatever, therefore, were the minor difficulties of the press, its members were ever ready to work heartily hand-in-hand for such undertakings as this; and the speaker believed he was on safe ground in promising that the press of Toronto would do all in its power to aid this school and increase its usefulness.

Rev. Septimus Jones, in moving the appointment of the officers for the ensuing year, warmly endorsed the emphasis that had been laid upon the superiority of prevention to cure. A first glance at the enormous expenses and the national character of the work would lead to the conclusion that the Government should do far more and maintain the school; but this would neither educate public sentiment nor create the feeling of confidence in the institution now felt when under private direction. In prison, mechanical obedience to rules may be secured, but that is vastly inferior to the self-control taught here. The speaker would be pleased to see these Industrial School principles engrafted on our Public School System, and recommended that each parent subscribe a dollar to the School for every boy he possessed, practising his doctrine by handing the Treasurer three dollars."

REPORT OF THE BOARD OF MANAGEMENT.

To the Industrial School Association of Toronto :

GENTLEMEN.—Your Board of Management, in submitting its regular Annual Report begs leave to state that the contracts for the erection of a second cottage have been let, at an expense of \$8,000.00, it being intended that the boys of the School, superintended by their instructor in carpentering, perform all the inside work. To defray this expense, there is on hand \$3,000, which has been granted by the City of Toronto to be expended in building; there will therefore be needed the sum of \$5,000. For this amount the Association is dependent on the liberality of the general public, to whom your Board appeals with all confidence that the amount will be immediately forthcoming, and that the pressing necessities of the School will thus be met at once. The annual expenses of the School will be very heavy until at least one hundred boys are in attendance, when it is hoped it may be made self-sustaining. A careful estimate indicates, that in addition to the fees received from the municipalities and other quarters, there will this year be required \$4,000. The total amount of the subscriptions for the past year was \$2,920, in addition to which a grant of \$6,000 has been received from the Government. For this grant, and for the continued interest of the Government in the School, your Board wishes to record its high appreciation and deep thankfulness.

The Board submits its financial statement for the year and its balance sheet, as well as the appended report of the Auditor, J. G. Fitzgibbon, Esq., who has kindly put the books of the Association on a scientific basis, and to whom the Board feels that the Association is greatly indebted.

In conclusion, your Board desires to thank the kind friends whose names are found on the list of subscribers to the funds of the Association during the past year; the County Judges and Police Magistrates throughout the Province, and more especially his Honor Judge McDougall, for the deep interest they have taken in the work; also the various parties who have sent periodicals, games, books, and other gifts to the boys. Above all, they desire to thank Almighty God, who has, they believe, stamped the work with His approval, and has provided the means with which to carry it on.

All of which is respectfully submitted.

W. H. HOWLAND,
Chairman, Board of Managers.

W. H. HUSTON,
Hon. Sec.

REPORT OF THE SUPERINTENDENT.

To the Board of Management of Victoria Industrial School :

GENTLEMEN,—I have the honor to present my First Annual Report of the Victoria Industrial School for the year ending September 30th, 1887.

On receiving my appointment, I visited, with your kind permission, a number of similar institutions in the Eastern States, at each of which I was very courteously received, and afforded ample opportunities of observing and studying their work.

The early part of the year was occupied in making necessary preparations for opening the School.

The institution was formally opened on the 16th day of May, by His Excellency the Marquess of Lansdowne, Governor-General of Canada, and was certified as an Industrial School on the 27th day of May, 1887, by the Honorable G. W. Ross, Minister of Education for Ontario. The first boy was received on June 14th, 1887.

| | |
|---|----|
| The number in the School on 30th September was..... | 33 |
| Received since, up to date..... | 9 |

| | |
|-------------------------------------|----|
| Making a total of..... | 42 |
| in the institution Oct. 20th, 1887. | |

Employment of the Boys.

| | |
|--|----|
| Baking, cooking, and doing the general work of the kitchen and dining-room | 5 |
| Laundrying and general house work in the main building..... | 4 |
| House work, etc., Cameron Cottage..... | 5 |
| Tailor shop..... | 8 |
| Carpenter work, etc..... | 6 |
| Farm and garden work, draining, etc..... | 11 |
| Not working | 3 |

42

Education.

Most of the boys, up to the time at which we received them, had either been truants from school, or had never attended school for any length of time; they are, therefore, not far advanced in their scholastic attainments. The most of them are apt scholars and are giving very good attention to study during the short time they are in school each day. The progress they are making is very encouraging.

In the 4th Class there is 1 boy.
 " 3rd " are 4 boys.
 " 2nd " 26 "
 " 1st " 6 "
 That cannot read at all, 5 "

In the Sunday School, which has been held twice each Sabbath, they receive instruction from the Superintendent. A few times they have been taken to the churches of the neighborhood. They are especially fond of singing, and it is hoped that the beautiful hymns they sing so sweetly may make deep impressions on their hearts and lead them to love the Lord their God with all their strength, and become happy and useful members of society.

The Cottage Home life of the boys is worthy of a brief notice. The evenings are spent in reading, talking, playing innocent games, singing and studying various lessons. Many of the boys are becoming close readers, and eagerly look for everything new that is placed on the table. Some of them are especially fond of reading from the Word, the "old, old story," which to a few of them appears to have charms that give token of good. They like to make selections for reading at family worship, which is conducted morning and evening by Mr. Clark, the head of the "family," and these selections are usually very appropriate.

It is also very pleasing to record the great amount of sympathy they exhibit when one of their number is ill or has met with a mishap. Each one is anxious to wait on the sick one, and all are delighted when he is better. Almer W——, who came to the school ill and unable to walk, was tenderly carried by the boys, as soon as he was able to leave his bed, up and down stairs, to and from the dining-hall, and wheeled about the yard. Any little dainty that the boys became possessed of was cheerfully shared with him.

The boys are generally very contented after being in the school for a few days. Occasionally the feeling for "liberty" that is found in almost every breast, is seen among a few of them. In August two boys ran away, and were returned after an absence of a week in one case, and three weeks in the other.

Work Done by the Boys.

In the tailor shop, besides learning to do the various kinds of sewing necessary, and in addition to all needed repairs, they have made:

Working pants for the boys, 36 pairs.
 " jackets " 4

In the House Keeping departments all the washing, ironing, scrubbing and cleaning was done by the boys.

The Farm and Garden boys, in addition to all the work required in cultivation—hoeing weeding, etc.—have done the greater part of the work in

| | |
|---|---------|
| Excavating and building walls of root-house, valued at..... | \$80 00 |
| 700 feet of tile draining..... | 20 00 |
| Building fence around pasture field..... | 10 00 |
| Taking up and relaying sidewalk..... | 10 00 |
| Building waggon-shed..... | 5 00 |
| Grading and levelling..... | 80 00 |

| | |
|-------------|----------|
| Total | \$205 00 |
|-------------|----------|

It will be interesting to know that from the garden we have used of beans, beets, corn, carrots, cucumbers, cabbage, onions, peas, radishes, spinach, squash, tomatoes and turnips at the market value, worth..... \$106 00

And that we have sold :

| | |
|---|---------|
| Beans, cucumbers, corn, peas | 60 15 |
| From the field 479 bush. tomatoes for..... | 164 35 |
| We have on hand from garden, vegetables worth..... | 110 00 |
| From the field 370 bush. potatoes for use, @ 75c..... | 277 50 |
| From the field 100 bush. for seed, @ 75c..... | 75 00 |
| Mangolds, carrots, turnips, (estimated) | 50 00 |
| 4 tons hay | \$48 00 |
| 3 " " (Hungarian) | 30 00 |
| 6 " fodder—peas, oats, etc..... | 60 00 |
| 6 " oats, green..... | 60 00 |
| 1 " cornstalks | 5 00 |
| Cut from fallen elms 12 cords firewood..... | 40 00 |

| | |
|--|------------|
| Making total value of products of farm and garden..... | \$1,086 00 |
|--|------------|

The Carpenter Instructor began work on September 1st, and as yet has no shop. With his boys he has built a cow-stable, for about five cows.

The lack of a good water supply is felt very much. During the summer months, the boys were taken each week to the lake, a distance of a mile and a half. The bath and drive were much enjoyed.

On the play-ground the chief game is baseball. This is much enjoyed. Besides the physical development in the game, they are taught useful lessons in self-restraint. They learn also the important lesson that the rights of others have to be respected.

Regular and systematic military drill is engaged in for half an hour each day. In this practice, while the boys are being physically improved and "set up," they are taught habits of obedience and promptness, to which, before entering the school, they were almost strangers.

I have pleasure in reporting that much of the success of the work so far is due to the very cordial support given by the staff of officers, who are earnestly and faithfully working with me for the improvement of the lads committed to our care.

The school is rapidly filling; but where there is a number of children, there will be more or less sickness. The necessity for a hospital or infirmary in connection with the school will be seen when you remember that there is no place in which to keep separate the sick from the others. I hope that some of the friends of the school will think of this, and provide the necessary funds to build and furnish a house that could be used in case the necessity arose.

W. J. HENDRY,
Superintendent.

TORONTO INDUSTRIAL SCHOOL ASSOCIATION.

Statement of Receipts and Expenditure, Victoria Industrial School, Mimico, for Year Ending 30th September, 1887.

Receipts.

| | |
|--|-------------|
| To Balance on hand 30th April, 1886..... | \$3,632 70 |
| “ “ Loan from Canada Permanent Loan and Savings Company..... | 7,000 00 |
| “ Grant from Ontario Government..... | 6,000 00 |
| “ Donation from Mrs. Cameron, account, Cameron Cottage.. | 2,100 00 |
| “ Proceeds sale of farm produce..... | 104 60 |
| “ Interest on Bank account, \$109.51; less expenses on loan, \$20..... | 89 51 |
| “ Received from parents account maintenance of boys..... | 67 00 |
| “ Subscriptions as per list..... | 2,920 75 |
| | <hr/> |
| | \$21,914 56 |

Expenditure.

| | |
|--|-------------|
| By Main Building..... | \$9,909 55 |
| “ Cameron Cottage..... | 2,414 02 |
| “ Furniture account, Main Building..... | 1,127 09 |
| “ “ Cameron Cottage..... | 780 41 |
| “ Salary account..... | 743 63 |
| “ Expense account..... | 779 17 |
| “ Farm account..... | 1,542 76 |
| “ Clothing account..... | 359 16 |
| “ Fuel account..... | 266 98 |
| “ Provision account..... | 235 90 |
| “ Interest on loan..... | 601 00 |
| “ Balance in Dominion Bank, general account..... | 2,687 68 |
| “ “ “ special account..... | 467 21 |
| | <hr/> |
| | \$21,914 56 |

TORONTO INDUSTRIAL SCHOOL ASSOCIATION.

Victoria Industrial School, Mimico, Balance Sheet, 30th September, 1887.

Assets.

| | |
|---------------------------------------|-------------|
| Main Building..... | \$23,095 25 |
| Cameron Cottage..... | 7,004 02 |
| Furniture account, Main Building..... | 1,127 09 |
| “ Cameron Cottage..... | 780 41 |
| Farm account..... | 1,438 16 |
| Clothing account (stock on hand)..... | 77 90 |
| Fuel account “..... | 58 00 |
| Provision account “..... | 29 00 |
| Dominion Bank, special account..... | 467 21 |
| “ general “..... | 2,687 68 |
| | <hr/> |
| | \$36,764 72 |

Liabilities.

| | |
|---|-------------|
| Building Fund, Main Building..... | \$16,513 08 |
| “ Cameron Cottage (including interest on bank account)..... | 8,251 64 |
| Canada Permanent Loan and Savings Company, loan..... | 12,000 00 |
| | <hr/> |
| | \$36,764 72 |

MIMICO, 14th October, 1887.

To the Chairman, Board of Management, Toronto Industrial School Association :

SIR,—I hereby certify that I have examined the Books and Vouchers of the Victoria Industrial School at Mimico, and the Balance Sheet and Statement of Receipts and Expenditure herewith (for the year ending September 30th, 1887) are correct.

J. G. FITZGIBBON,
Auditor.

PUBLICATION OF TEXT BOOKS.

FORMS OF INDENTURES OF AGREEMENT entered into by the Minister of Education, acting for the Department of Education of Ontario, with certain publishers in regard to printing, publishing and selling authorized text-books (17th December, 1887).

| BOOK. | PUBLISHERS. | PARTICULARS. |
|--|--|---|
| Public School Arithmetic. | Canada Publishing Company (Limited), Toronto. | For use in Public Schools, forms I.-IV. Indenture dated 24th June, 1887; size of book $7\frac{1}{2}$ in. by $4\frac{1}{2}$ in.; 184 pp. exclusive of end papers and covers; maximum price, 25 cents per copy; usual discount provided for. Any other publisher may publish at any time after 1st September, 1888; royalty 10 per cent.; copyright transferred to Education Department; usual particulars as to paper, printing, binding, etc. |
| Public School Geography. | Canada Publishing Company (Limited), Toronto. | For use in Public Schools; forms I.-IV. Indenture dated 24th June, 1887; size $9\frac{1}{2}$ in. by $7\frac{1}{2}$ in.; 164 pp.; maximum price, 75 cents per copy; usual discount provided for. Any other publisher may publish after 1st September, 1888; royalty 10 per cent.; copyright to be transferred to Education Department; usual particulars as to paper, printing, binding, bond, etc. |
| Kindergarten Drawing Course, Parts I. and II. | Selby & Company, Toronto. | For use in Public Schools; forms I.-II. Indenture dated 4th July, 1887; size of book $7\frac{1}{2}$ in. by $9\frac{1}{2}$ in.; 24 pp. exclusive of covers; maximum price per part, 10 cents; usual discount provided for. Any other publisher may publish after 1st September, 1888; royalty 10 per cent.; copyright transferred to Education Department; usual particulars as to paper, printing, stitching, bond, etc. |
| Public School Grammar and Elements of Composition. | Canada Publishing Company (Limited), Toronto. | For use in Public Schools; forms I.-IV. Indenture dated 24th June, 1887; size of book $7\frac{1}{2}$ in. by $4\frac{1}{2}$ in.; 184 pp. exclusive of end papers and covers; maximum price, 25 cents per copy; usual discount provided for. Any other publisher may publish after 1st September, 1888; royalty 10 per cent.; copyright transferred to Education Department; usual particulars as to paper, printing, binding, bonds, etc. |
| Public School Temperance. | The Grip Printing & Publishing Company, Toronto. | For use in Public and High Schools; indenture dated 9th September, 1887; size of book $7\frac{1}{4}$ in. by $4\frac{1}{2}$ in., inside measurement; 130 pp. exclusive of end papers and covers; maximum price, 25 cents per copy; usual discounts provided for. Any other publisher may publish after 1st September, 1888; royalty 10 per cent.; copyright transferred to Education Department; usual particulars as to paper, printing, binding, bonds, etc. |
| The Public School Music Reader. | Canada Publishing Company (Limited), Toronto. | For use in Public Schools; forms I.-IV.; indenture dated 9th September, 1887; size of book $6\frac{1}{2}$ in. by $7\frac{1}{2}$ in.; 115 pp. exclusive of end papers and covers; maximum price, 40 cents per copy; usual discounts provided for. Any other publisher may publish after 1st September, 1888; royalty 10 per cent.; copyright transferred to Education Department; usual particulars as to paper, printing, binding, bonds, etc. |
| The High School Reader. | Rose Publishing Company, Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV. Indenture dated 27th January, 1886; size of book, same as Fourth Reader, Ontario Series; 448 pp., exclusive of end papers and covers; maximum price, 60 cents per copy; usual discount provided for; paragraph 16 of indenture not to apply; Education Department shall not, for one year from date of authorization, authorize any other publisher to publish said Reader; publisher to keep on hand a sufficient number of copies to supply all demands of the public and trade after 1st July, 1886; publisher to deliver on or before 1st July, 1886, a complete set of electrotypes of said book of first class quality; copyright vested in Education Department. |

TEXT BOOKS.—*Continued.*

| BOOK. | PUBLISHERS. | PARTICULARS. |
|---|--|--|
| High School English Word Book. | The Copp, Clark Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, uniform with Ontario Readers; 347 pp., exclusive of end papers and covers; maximum price, 50 cents per copy; usual discount provided for; any other publisher to have right to publish after one year from date of transfer of copyright; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| Ayres & Armstrong's Orthoëpist. | Canada Publishing Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, 4 in. by 5½ in.; 224 pp., exclusive of end paper and covers; maximum price, 35 cents per copy; usual discount provided for; any other publisher to have right to publish after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright vested in Education Department; usual particulars as to paper printing, binding, bonds, etc. |
| High School Grammar. | Canada Publishing Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, 7 in. by 4½ in.; 416 pp., exclusive of end papers and covers; maximum price 75 cents per copy; usual discount provided for; any other publisher to have right to publish after one year from date of transfer of copyright; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| High School Composition, Williams. | Canada Publishing Company (Limited), Toronto. | Same as in High School Grammar, except that the book shall contain 222 pp., exclusive of end papers and covers, and that the maximum retail price shall be 50 cents. |
| Ayres and Armstrong's Verbalist. | Canada Publishing Company (Limited), Toronto. | Same as for the Orthoëpist, except that the book shall consist of 254 pp. instead of 224 pp. |
| High School Geography. | Canada Publishing Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; other particulars the same as for the Public School Geography, except that the book shall contain 195 pp.; the maximum retail price shall be \$1; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| McLellan's Elements of Algebra. | Canada Publishing Company (Limited), Toronto. | Same as High School Grammar, except that the book shall contain 328 pp. |
| Robertson and Birchard's High School Algebra. | The Methodist Book and Publishing House (Wm. Briggs, Book Steward), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, 7½ in. by 5 in.; 338 pp., exclusive of end papers and covers; maximum price, 75 cents per copy; usual discount and particulars of printing, etc., provided for; any other publisher to have the right to publish after one year from date of transfer of copyright to the Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| High School German Grammar. | The Copp, Clark Company, (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; to be authorized if found suitable; indenture dated 4th July, 1887; size of book to be uniform with Ontario Readers; maximum price, 75 cents per copy; usual discounts and particulars of printing, etc., provided for; any other publisher to have the right to publish after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |

TEXT BOOKS.—*Continued.*

| BOOK. | PUBLISHERS. | PARTICULARS. |
|--|--|--|
| High School German Reader (Grimm-Kinder) and Hans-Marchen). | The Copp, Clark Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, uniform with Ontario Readers; 200 pp., exclusive of end papers and covers; maximum price, 75 cents per copy; usual discounts and particulars as to printing, binding, bonds, etc., provided for; any other publisher to have right to publish at any time after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| High School Zoology. | The Copp, Clark Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; to be authorized in August, 1888, if found suitable; other particulars as in case of High School German Grammar. |
| High School Chemistry, Knight. | The Copp, Clark Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; particulars the same as in case of High School English Word Book, except that the book shall contain 300 pp., exclusive of end papers and covers, and shall sell at the maximum retail price of 75 cents. |
| High School Book-keeping and Precise writing, MacLean. | The Copp, Clark Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; particulars the same as for High School Chemistry, except that the book shall contain 214 pp., exclusive of end papers and covers, and that the maximum price shall be 65 cents per copy. |
| The Standard Book-keeping & Precise Writing, Beatty & Clare. | W. J. Gage & Co., Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 18th December, 1887; size of book, 7 $\frac{3}{8}$ in. by 5 in.; 240 pp., exclusive of title page, end papers and covers; maximum price, 65 cents per copy; usual discounts and particulars as to printing, etc., provided for; any other publisher to have right to publish at any time after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| The High School Drawing Course, Five Parts. | The Printing & Publishing Company, Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of each number, 7 $\frac{3}{8}$ in. by 9 $\frac{1}{4}$ in.; 34 pp. in each part; maximum retail price, each part 20 cents; usual discounts and particulars of printing, etc., provided for; any other publisher to have right to publish at any time after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| McGuirl's Perspective and Geometrical Drawing. | The Methodist Book and Publishing House (William Briggs, Book Steward), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 4th July, 1887; size of book, 7 in. by 4 $\frac{1}{2}$ in.; 135 pp.; maximum retail price, 40 cents per copy; usual discounts and particulars of printing, etc., provided for; any other publisher to have right to publish at any time after one year from date of transfer of copyright to Education Department; royalty 10 per cent.; copyright to be transferred to Education Department when copyright of other High School books is secured. |
| The High School Music Reader. | The Canada Publishing Company (Limited), Toronto. | For use in High Schools and Collegiate Institutes; forms I.-IV.; indenture dated 9th Sept., 1887; size of book, 6 $\frac{1}{2}$ in. by 7 $\frac{1}{2}$ in.; 232 pp., exclusive of end papers and covers; maximum retail price, 75 cents; usual discounts and particulars of printing, etc., provided for; any other publisher to have right to publish after 1st Sept., 1888; royalty 10 per cent.; copyright vested in Education Department. |

TEXT BOOKS.—*Concluded.*

| BOOK. | PUBLISHERS. | PARTICULARS. |
|--|--------------------------|--|
| Baldwin's Art of School Management (Canadian Edition). | Warwick & Sons, Toronto. | For use in Normal and Model Schools (Training Schools); indenture dated 24th March, 1887; size of book, 4 $\frac{1}{2}$ in. by 7 $\frac{1}{2}$ in.; 237 pp., exclusive of title page, end papers and covers; maximum price, 75 cents per copy; usual discounts and particulars as to printing, etc., provided for; any publisher to have right to publish at any time after 1st Sept., 1888; royalty 10 per cent.; copyright assigned to Education Department. |
| Houghton's Physical Culture. | Warwick & Sons, Toronto. | For use in Normal and Model Schools (Training Schools); indenture dated 24th March, 1887; size of book, 4 $\frac{1}{2}$ in. by 7 $\frac{1}{2}$ in.; 277 pp., exclusive of title page, end papers and covers; maximum price, 50 cents per copy; usual discounts and particulars of printing, etc., provided for; any publisher to have right to publish after 1st Sept., 1888; royalty 10 per cent.; copyright assigned to Education Department. |

Agreement with Publisher.

THIS INDENTURE made in duplicate this day of in the year of our Lord one thousand eight hundred and

BETWEEN

hereinafter called the Publisher

of the First Part,

AND

Her Majesty the Queen, represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario,

of the Second Part

Whereas, the Publisher ha made application to the Education Department of the Province of Ontario for the right to print and publish for use in Public and High Schools of Ontario.

And Whereas, the said Department of Education has approved of such application, and has agreed to grant the said Publisher the right to print and publish the said hereinafter called the Book, subject to the covenants and conditions hereinafter contained, and to the terms and conditions of the Regulations in that behalf of the said Department of Education.

Now, Therefore, this Indenture Witnesseth, that in consideration of the premises and of the sum of One Dollar of lawful money of Canada, the receipt whereof is hereby acknowledged, the said Publisher do hereby covenant with Her Majesty the Queen, her successors and assigns in manner following, that is to say:

1. That the Publisher shall from time to time and at all times observe, perform and fulfil in respect of the said book each and every of the terms and conditions of the Regulations of the said Education Department respecting the printing and publication of text books, and also the terms and conditions hereinafter contained, and that each and every copy of each and every edition of the said book for use in the Province of Ontario shall in every particular be printed and published by the Publisher in strict conformity therewith.

2. And that the Publisher shall submit or cause to be submitted to the said Education Department sample copies of each and every edition of the said book to be

hereafter printed and published, for sale or use in the Province of Ontario, for the approval of such Department as to the mechanical execution of the presswork, binding and all other mechanical parts of the work, and that without such approval having been first had and obtained, no copy of any edition thereof shall be sold or disposed of for use in the said Province of Ontario. And furthermore, in order to avoid causing any loss to the said Publisher arising from, or liable to arise from, any edition of the said book not being approved of by the Education Department, owing to any serious defect or defects in any edition, and on that account condemned by the Education Department, and forbidden to be sold or issued to the schools or to the public, and also to more effectually protect the public, the said Publisher shall submit or cause to be submitted to the Education Department for examination sample sheets of the different forms of the book about to be printed, and specimens of the ink, paper, millboard, strawboard, cloth, mull, tapes, and other material proposed to be used by said Publisher in the printing and construction of the said book, together with a statement of the prices, weight, size, and other particulars necessary to judge of the relative quality of the different materials used or proposed to be used; and the approval of the Education Department shall, before any work is proceeded with, be obtained in regard to the quality of the printing, and of the paper, and other material proposed to be used. And furthermore, after sanction has been given to the using of such material, or of such printing, presswork and binding, two sample copies at least of the book shall be submitted by said Publisher bound and finished in all respects *as proposed to be issued* by the said Publisher, and that without such approval first had and obtained, no work in regard to binding said book shall be proceeded with.

3. And that the paper to be used in each and every edition of the said book, and every copy thereof for use in the Province of Ontario shall be equal in quality to the sample prescribed by the said Education Department, to wit, of good quality, pounds to the ream of 500 sheets, measuring inches by inches of good color and texture, and super calendered, or of such increased weight and improved quality as may be required by the Education Department, provided the cost of the same shall not exceed the cost of the sample herein prescribed, and no inferior quality of paper shall under any pretext whatsoever be used. The presswork and ink shall be first-class throughout, and shall be such as to produce, together with the plates, a clear and distinct impression; and the stitching and binding of each and every edition of the said book, and the material used therein shall be equal to the sample submitted to and approved of by the Education Department as aforesaid. To be full bound in cloth embossed, on first and last pages. Sections to be pages each, and each section to be to three tapes or strings; stitches and tapes on back of books to be covered with fine, strong, evenly-made mull, extending to within one-half inch from top and bottom of books, and overlapping one inch on each side; over the mull a strong piece of paper or pressing to be glued. Both tapes and strings and mull to be glued to covers. End papers to be pasted on separately from first and last sections, and to be that used in books. Cloth for covers to be extra finished, twilled, heavy, . Each and every part of the binding to be thoroughly done and durable. The maximum price not to exceed , and to be stamped on the cover, and no departure from such specification shall be made without the sanction of the Education Department. And no copy of the said book which does not in all particulars comply with the foregoing provisions in regard to paper, presswork, typography, ink and binding shall be sold or disposed of for use in the Province of Ontario.

4. And that the said sample copies to be furnished as hereinbefore provided for shall remain on file in the said Education Department, and each and every copy of each and every edition published, shall in all respects be equal to the sample copy so furnished to and on file in the said Department.

5. And that in case the Minister of Education points out to the said Publisher any defect or defects in the sample copies furnished to the said Department as aforesaid, but not deemed by him of sufficient importance to cause him to withhold his approval from such edition, then in such case the said Publisher shall in the next following edition or issue to

that in which said defect shall have been pointed out, correct the same to the satisfaction of the said Department, but in case serious defects are pointed out by the Minister of Education to the Publisher in any edition published by said Publisher, and in case such edition is condemned by the Minister of Education as unfit for use in the schools or for sale to the public, the condemned edition shall be withdrawn from sale for use in the Province of Ontario, and shall, if required by the Minister of Education, be delivered by the said Publisher into custody of the Education Department, unless an arrangement satisfactory to the Minister be made for culling out any defective portion or portions, or the matter is in some other way adjusted.

6. And that the said book shall be of the size following, that is to say :

And that the said book shall be sold at retail prices not exceeding the following :

7. And that in order it may be the more easily recognized and ascertained that each and every copy of each and every edition of the said book to be published and in use in the said Province of Ontario is not only authorized but approved as to its mechanical execution, contents, and otherwise, by the said Education Department, the Publisher shall cause to be printed upon the title page of each and every copy of each and every edition of the said book the name of the firm by which such book is published, and the words "*Authorized by the Education Department for Ontario,*" or words to that effect, or shall place upon the title page or cover of each copy of the said book the official stamp of the Education Department.

8. And that the retail price of each and every copy of each and every edition of the said book shall be printed on the cover or title page thereof. No advertisements of any kind shall appear in any of the said books, or upon the covers of the said books, except such as are approved by the Education Department.

9. And that for the better securing the retail sale of the said book at a price not exceeding that above set forth as the maximum retail price, the Publisher shall make the sale to any purchaser buying quantities of such book of one dozen and upwards at one time at prices at least per cent. lower than the said prescribed retail prices on the usual terms of sale, and that to purchasers of the said book in lots of the said value of dollars, computed at the said *retail* prices, the said Publisher shall make a further reduction of per cent. in the price thereof, and in lots of the sale value of dollars, computed at the said *retail* prices, the said Publisher shall make a further reduction of per cent. in the price thereof, and that the said Publisher shall and will from time to time and at all times keep on hand a sufficient quantity of copies of the said book to supply all demands of the public and trade therefor.

10. And that the Minister of Education, or any person by him appointed in writing for that purpose, shall and may from time to time and at any time during business hours enter the warehouse and all other business premises or any part thereof of the Publisher, for the purpose of inspecting any and every edition or issue of such authorized book and every copy thereof, and shall have a right to take sample sheets or other samples of material or sample copies of said books for the purpose of examination, whenever he thinks proper so to do.

11. And that in case the said Education Department shall at any time consider that the retail price heretofore mentioned of the said book should be reduced, the Minister of Education and said Publisher may arrange, at the option of the Minister of Education, a reduced retail price and scale of discounts, or the Minister of Education shall appoint an arbitrator, the Publisher shall appoint another, and the Chancellor of Ontario upon the application of the Minister of Education or of the Publisher, or the joint application of all parties hereto, shall appoint a third, and in case the Publisher shall for ten days after having been notified in writing of the appointment of an arbitrator by the Minister of Education omit to appoint an arbitrator, or to notify the Minister of Education in writing of the appointment, then the Chancellor of Ontario may name two arbitrators to act with the arbitrator appointed by the Minister of Education; and the Publisher shall at any time and at all times when called upon so to do by the arbitrators

or any two of them furnish the arbitrators with a detailed statement showing the cost of production and the returns of the sales of any or all copies of the said book, and shall in addition if so requested furnish the said arbitrators or any two of them for inspection all the vouchers and books which in any way refer to or contain any entry concerning the cost of production and returns of the sales of the said book, and that if it shall be deemed by the said arbitrators or any two of them that an excessive profit is being made by the said Publisher upon the sale of the said book the retail prices of the same shall be reduced to amounts which the said arbitrators or any two of them shall deem sufficient to yield a reasonable profit to the said parties, and such arbitrators or any two of them shall upon such appointment have full power to consider the question or questions submitted to them and to examine all statements, vouchers and books furnished by the said parties, and full power to compel the production of such additional statements, vouchers and books to those furnished by the said parties, and the evidence of any kind whatsoever which they shall deem necessary, with power to examine witnesses upon oath, and their decision in the premises or that of any two of them when given in writing shall be conclusive and binding upon the parties hereto, and the retail price or prices so fixed shall thenceforth govern the price or prices by the dozen and other wholesale prices as hereinbefore provided for. Provided that the change in prices aforesaid shall not take effect until six months after notice has been given for the appointment of arbitrators as aforesaid, and provided also that the expenses of such arbitration shall be borne by the Education Department.

12. And that the said Publisher will not print or publish, nor cause or authorize to be printed or published, nor be in any way accessory to the printing or publishing of any edition or copy or copies of the said book in the United States or anywhere else without the limits of the Province of Ontario, to be sold within the said Province of Ontario.

13. And that the Publisher shall not in any way, without the consent in writing of the Minister of Education acting on behalf of the Education Department, assign any right conferred upon such Publisher by this agreement.

14. And that should any difference of opinion arise between the parties hereto as to the construction to be put upon any of the terms, conditions and agreements herein contained, the same shall, if he consents to determine the same, be determined by the Chancellor of Ontario, after giving the parties hereto an opportunity of presenting their views, in person or by counsel, or if the said Chancellor decline to determine such difference, then at the option of either of the parties hereto, and on the conditions herein contained, such matters of difference shall be determined by one of the Judges of the Superior Courts, and such determination by the said Chancellor or Judge shall be final and conclusive and binding upon the parties to this Indenture.

15. And that upon the Minister of Education giving to the said parties six months' notice, the Education Department may require the alteration of the contents of the said book, and may alter any of the specifications hereinbefore contained, providing the publishing is not thereby made more expensive; but that no change shall be made by the Publisher in the contents of the said book, nor any addition thereto, nor any omission therefrom, nor any notes or appendices thereto, nor any other change in the subject matter thereof, without the consent in writing of the said Education Department first had and obtained. The notice hereinbefore provided for may be given by publication thereof in two issues of any newspaper published in the City of Toronto and in the *Ontario Gazette*.

16. And that the publisher successor or assign shall have for
year from the day of in the year of our Lord One thousand eight hundred
and eighty the sole right to print and publish within the said Province of Ontario,
and Dominion of Canada, the said book.

Provided always, however, that any other publisher shall have the right of publication at any time, by permission to be obtained from the Department of Education for Ontario, subject to a royalty of _____ per cent. on the retail price, as at first issued or afterwards reduced, of each and every copy of said book as long as republished and

subject to a proper allowance to cover cost of authorship and other necessary expenses in the preparation of the said books, to be settled as hereinafter provided, and to be paid to the publishers of the first part, or at the option of the Department of Education for Ontario a sum in gross may be paid in lieu of such royalty, and allowance and expenses, the amount of said allowance and expenses or sum in gross to be settled by the Minister of Education and the publisher of the first part; or at the option of the Minister of Education by three arbitrators, one of whom shall be appointed by the Minister of Education, one by the said party of the First Part, and the third by the publisher desiring the said right of publication; or if more than one publisher applies at the same time for the said right, then the third arbitrator shall be appointed by the publishers so desiring the said right. And in case either or both of the said publishers so concerned shall for ten days after having been notified in writing of the appointment of an arbitrator by the Minister of Education as aforesaid, omit to appoint an arbitrator or to notify the Minister of Education in writing of his appointment, then the Minister of Education may appoint the other arbitrator or arbitrators so omitted to be appointed, and the said arbitration when so finally constituted shall have full power to consider the matters in question, and to examine all statements, vouchers and books furnished by the said parties, and the evidence of any kind whatsoever which they shall deem necessary, and to examine witnesses upon oath; and their decision in the premises or that of any two of them when given in writing shall be conclusive and binding upon the parties concerned, and the costs, charges and expenses of such arbitration shall fall upon and be borne by the applying publishers so desiring to republish. Provided also that after any arbitration has been held as aforesaid and the rights of the parties concerned have been settled thereby, if any other publisher or publisher should desire the said right of publication, then the Department of Education shall, if they think it proper to accord such right, give instruction as to the manner in which the said questions of the sum in gross or of the royalty should be settled by and between the parties interested therein.

17. And the Publisher hereby agree that if the Publisher or any of them (if more persons than one are of the First Part hereto) deliberately disregard the terms of this agreement, or fail to carry out the same in a matter of substance, the Publisher shall forfeit all his or their rights under this agreement, and the Minister of Education may apply to any Division of the High Court of Justice to restrain the Publisher from further printing, publishing or selling any copies of the said book not in accordance with this agreement.

18. Provided and it is hereby expressly agreed that no edition or copy of the said book shall be printed or published by the Publisher until the Publisher shall have executed these Presents and shall have executed to Her Majesty the Queen a bond in the penal sum of thousand dollars, with two sureties approved by the Minister of Education, each bound in the sum of thousand dollars, conditioned for the due observance and fulfilment by the Publisher of all the terms, conditions, clauses, agreements, obligations and covenants herein contained, and also of the Regulations of the Education Department from time to time in force respecting text-books for use in Public Schools.

19. It is hereby expressly declared and agreed that the Minister of Education may on giving the publisher one year's notice in writing, terminate this agreement at any time after the expiration of five years from the date hereof, and declare the said book no longer authorized as a text book for use in the schools of the Province of Ontario, in which case the copyright shall be assigned back by the Minister of Education to the original publisher.

20. Provided also that in case the Publisher or any other person entitled to an right by virtue of this agreement shall assign the same to any other person the right of the Publisher or such other person shall at the discretion of the Education Department thereupon cease and become forfeit and absolutely at an end.

21. To prevent any possibility of misapprehension, it is hereby expressly declared and agreed that in case there are more persons than one named as *of the First Part* hereto, the breach by anyone of such persons of any covenant, term or condition herei

contained, whether such covenant, term or condition is affirmative or negative, shall be a breach for which all such persons shall be liable.

22. It is understood and agreed between the parties hereto that this agreement is entered into subject to the approval of His Honor the Lieutenant-Governor of the Province of Ontario in Council.

23. And the said publisher for himself, his successors and assigns, covenants, and agrees that when the Minister of Education secures the copyright of such other text-books authorized for High Schools, as are printed and published in Canada, or when the said Minister withdraws the authorization from such text-books aforesaid the copyright of which has not been surrendered on demand, then the said publishers shall, if requested, in writing, transfer to, convey and assign, the said Minister of Education the copyright of the said books.

In witness whereof the parties hereto have hereunto set their hands and seals the day and year first above written.

*Signed, Sealed and Delivered in the
Presence of*

Transfer of Copyright.

THIS INDENTURE, made in duplicate this day of
in the year of Our Lord one thousand eight hundred and eighty

BETWEEN _____ of the First Part

AND

HER MAJESTY THE QUEEN, represented herein by the Honorable the Minister of Education
for the Province of Ontario, acting for the Education Department of Ontario,
of the Second Part

Whereas, _____ has by a certain indenture made upon the _____ day of _____ in the year of Our Lord one thousand eight hundred and eighty _____ acquired from the said party of the second part the right to publish _____ under conditions and restrictions fully set out in the said Indenture.

And Whereas the parties hereto have agreed to execute this Indenture so that the copyright in the said may be properly vested in the said party of the second part.

Now therefore, this Indenture witnesseth, that the part of the first part, in consideration of the premises and in further consideration of the sum of One Dollar, of lawful money of Canada to said part of the first part paid by the said party of the second part, the receipt whereof is hereby acknowledged, ha conveyed, assigned and transferred and by these do convey, assign and transfer unto the said party of the second part, Her successors and assigns, all and any right, title or interest, property, claim or demand or right of proprietorship which may possess or in any way be entitled to, of, in or to the copyright of the said ,

To have and to hold the same to the said party of the second part, Her successors or assigns, with full power and authority to Her over the copyright in the said

And to have the sole right and liberty of printing, re-printing, publishing and vending the same, reserving however to the said _____ the rights over the said _____ provided for and contained in the said Indenture of the _____ day of _____ One thousand eight hundred and eighty.

In witness whereof the parties hereto have hereunto set their hands and seals the day and year first above witten.

Signed, Sealed and Delivered in the
presence of

Bond of Publisher.

KNOW ALL MEN BY THESE PRESENTS, that hereinafter called the Publisher, and hereinafter called sureties, are jointly and severally firmly bound unto HER MAJESTY THE QUEEN (represented herein by the Honorable the Minister of Education for the Province of Ontario, acting for the Education Department of Ontario) in the sums following, namely, the said in the sum of thousand dollars, and the said each in the sum of thousand hundred dollars, to be paid to Her Majesty the Queen and her successors, for which payment to be well and truly made we severally bind ourselves, our successors and assigns by these presents. Sealed with our seals and dated this day of in the year of our Lord one thousand eight hundred and

Whereas, the Publisher has obtained from the Minister of Education representing the Education Department of the Province of Ontario, the right to print and publish prepared and authorized by the said Education Department, for use in the public schools of the Province of Ontario, under and subject to the terms and conditions of the annexed indenture of agreement dated the day of one thousand eight hundred and

Now the condition of the above obligation is such that if the said publisher, successors or assigns, do and shall observe, perform and fulfil the terms and conditions of the said indenture of agreement, and the regulations of the Education Department respecting text-books for use in the public schools as the same now are or may from time to time be in force, and if the several copies of the said books so printed shall in paper, printing, binding, and other qualities conform to the said indenture of agreement, and the said books so printed shall be sold by the said publisher so that the retail price of each copy thereof for use in the public schools shall not exceed the maximum sum fixed by the said indenture of agreement, and if the said publisher do and shall observe, perform and fulfil as to each copy of the said book each and every of the terms and conditions of the said indenture of agreement, then these presents shall be void, otherwise to remain in full force.

Signed, Sealed and Delivered in the
presence of }

